OFFICIAL MAGAZINE OF THE MIDWEST OPEN AIR MUSEUMS COORDINATING COUNCIL

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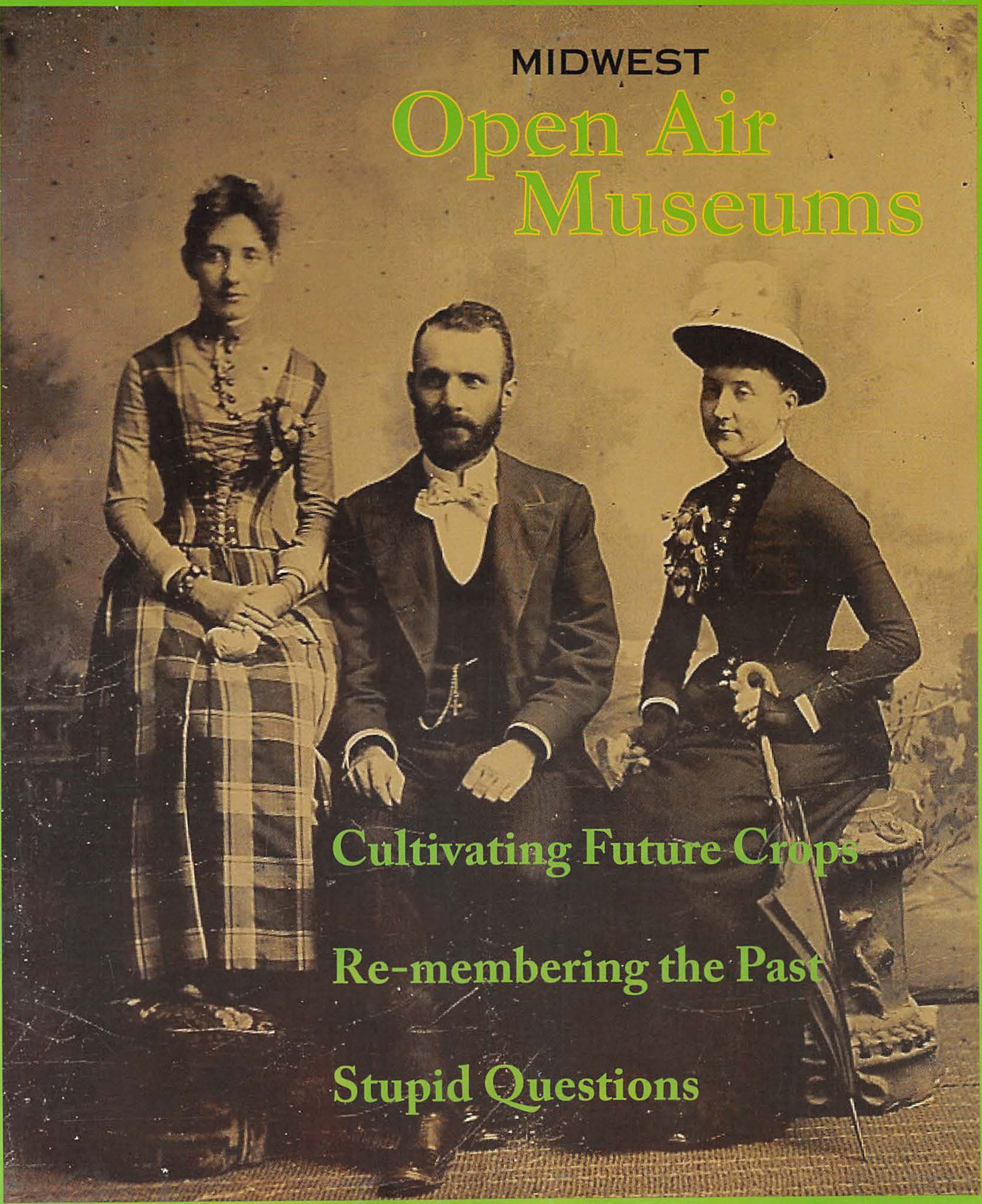
MIDWEST Open Air Museums



Cultivating Future Crops

Re-membering the Past

Stupid Questions

REAL HISTORY RIGHT NOW

MOMCC 2010 FALL CONFERENCE
NOVEMBER 11-13
OCONOMOWOC, WI

In a society dominated by entertainment, how do we get visitors excited about history? Help us explore ways to dispel the myths they arrive with, expand their core knowledge and send them home with nuggets of real history and ideas that are far more interesting.

Conference Highlights:

- Woodstove Cooking Workshop
- Oxen Driving Workshop
- Period Mending Workshop
- Architectural tour
- Thursday Night Social in the Crossroads Village
- Inexpensive marketing
- Hands on Hair
- Base Ball
- Animating History with Hands on Collections
- Avoiding the Cookie Cutter Look – clothing accessories
- Ethnic Foodways
- Many Hands Make Light Work – The 4-H Club at Wagner Farm
- Friday Night Fish Fry- A Wisconsin Tradition!

Host Site: Old World Wisconsin presents a vivid re-creation of working farmsteads and settlements established by European immigrants in America's heartland. The living history interpretation spans the time period of 1845 to 1918 in more than 60 restored structures, 12 heirloom gardens and with over 100 animals of historic breeds. Old World Wisconsin is one of ten historic sites owned and operated by the Wisconsin Historical Society.
Conference hotel: Olympia Resort, Oconomowoc, WI. Room rates $99 single or double occupancy, $109 triple and $119 quad.

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MIDWEST Open Air Museums

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MEMBERSHIPS
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Midewest Open Air Museums Magazine is published three times annually and is included with membership in the Midwest Open-Air Museum Coordinating Council. Membership dues are $20 for individuals and $25 for households and institutions. See page 40 for a membership form.

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The 1832 Diary of Daniel Donihue (August - October)

About the Cover:

This group poses in their finest for a studio portrait taken in the 1880s. Both women achieve the silhouette popular early in the decade: longer corsets under embellished, tight bodices with skirts smooth in the front, fuller in the back over slight bustles. One woman wears a hat worn fashionably high on the head revealing her fringe or "bangs." The gentleman sports a three-piece suit with his watch chain visible. Photo courtesy of Dan Schoeneberg

President's Perspective

Over the past year, I had the pleasure of helping our park district work on its strategic plan. We evaluated both our park wide goals and our specific education department goals. In doing so, we found that sustainability was one of the key elements that we wanted to advocate to the public. Our society today is a very disposable one that tends to waste, even when we don't mean to. From food to daily necessities, we find ourselves allowing quite a few things to go to waste. Due to the current economic situation, we are also finding ourselves becoming more aware of waste. For these reasons, people today are looking for ways to improve their overall way of life. The best way to learn is by looking into our past.

When we specifically looked at ways to incorporate sustainability into everyday life and our educational programs, it became quite clear to me that "you can't get any more sustainable than a living history farm".

Overall, most living history sites practice sustainability in one way or another. Quilting demonstrations display re-using scraps of fabric and not wasting them. Canning is demonstrating to the public a means for preserving food that can easily be done at home. Through heirloom gardens and crops, we show that we can provide for ourselves in many different ways. So, as you can see, we do practice sustainability quite a bit. But, how can we convey this to the public? Through daily demonstrations and programs, we can very easily convey a past practice or task and at the same time convey a message of sustainability. For example, when talking about gardening it is very easy to drop suggestions and hints on ways to start a garden at home. This in turn, can lead to the practice of composting and canning. It is simply planting that spark in our visitors that will encourage them to try this at home. At the same time, this can also benefit the site. Why not teach a canning class to the public and then encourage them to bring their finished products back to the site for another program? This also displays to us a positive message that we have affected the visitor's lives.

So, next time that you are practicing a teachable demonstration to the public, think about ways that they could learn it themselves. Let the public look to the past for answers to modern problems. Who said that history doesn't repeat itself? Take care.

Rick Musselman

THE EDITORIUM

"Cultivate the garden within" Proverb

Greetings! I felt that the above quote was some how appropriate given that you may have noticed that this issue is a little thicker than usual. It's grown. Since there were only two MOMCC magazines published in 2009, due to redesign to color, we are adding additional materials to this issue for your reading pleasure. We're presenting a few more crops for your garden if you will since this edition features articles highlighting issues and concerns in the proverbial fields and gardens of open air museums.

First up we have two great features! Tom Walsh's "Cultivating Future Crops" is from a session he did at the recent Michigan conference highlighting the importance of using technology as a draw and access point to your historic site or living history museum. Although computers and electronic media may be anathema to many historical settings, by using these tools we can harvest great rewards in the younger generations coming to our museums. Matt Cassady brings us a discussion of interpretation in "Re-membering the Past." This look at the traditional tools used by our sites might remind us of what drew us to the field and that those well worn furrows can still produce rich crops of ideas and visitor engagement.

To provide us with food for thought within our own acreage, there is the Annual Meeting Minutes from the Sauder Village Conference in November, 2009. While perhaps not the most tasty reading, it is good to consume certain things because they are good for us, reminding us of our health, and well being as an organization. We've also planted a few seeds of inspiration with two Practical Perspectives, including Deb Reid's take on "Stupid Questions" and Kent Jones' look at "Supervisory Styles."

We've also planted some pretty flowers for you-- both of a historical variety. First is the conclusion of last issue's musician-themed Moment In Time. The second sweet bouquet is a selection from the Daniel Dunihue Diary- a key agent in the early negotiation for Indian Removal from Ohio and Indiana.

Finally, some rather uncultivated wildflowers in the form of Scenes from a Conference. These are from the Spring 2009 conference in Michigan, and include a wide variety of scenes of workshops, tours, and the usual frivolity that makes MOMCC truly unique.

In conclusion, thank you, our membership, for your patience throughout the past year. If you have ideas for an article or other contributions for an upcoming magazine issue, please don't hesitate to send them to momccmagazine@gmail.com for consideration in this fertile crop we call the MOMCC magazine.

Dan Schoeneberg

Continued on page 5

MOMCC Annual Meeting Minutes 2009

November 13, 2009
Sauder Village (Archbold, OH)

Vice President Jon Kuester called the 30th annual meeting to order following lunch..

Secretary Dawn Bondhus presented the Minutes of the 2008 Annual Meeting held at Spring Mill in Mitchell, Indiana. Printed copies were provided for review. It was moved and seconded to approve the minutes. Motion carried.

Treasurer Deb Reid reported that the organization is in good financial shape. She provided copies of the 2009-10 budget for review. It is not a balanced budget due to an anticipated increase in the cost of publishing the magazine. Financial reports for the fiscal year September 1, 2008 through August 31, 2009 were also made available for review. Membership stands steady at 419 members. It was moved, seconded and passed that these reports be accepted.

Jon expressed appreciation to Sauder Village staff for hosting the conference and thanked conference planners Beckie Finch, Andi Erbskorn and Fall Conference Coordinator Sarah Hayge.

Dawn reported for the nominating committee. 85 completed ballots were returned. Rick Musselman is reelected President; Jon Kuester is reelected Vice President; and Ericka Mason-Osen is reelected Member-at-Large.

Member leaving the board is Wendy Tater as Vendor Room Coordinator. Wendy, along with former board members Terry Sargent, Tom Vance and Judy Sheridan were recognized with a pin commemorating their service to the board.

Resource Chairs were then recognized. Jon encouraged all members to take advantage of the opportunity to network within these groups.
Leading these groups are: Dan Schoeneberg (Interpretation), Jason French (Leadership), Susan Gordy (Landscapes & Gardens), Dave Tomlin (Artisans), Susan Odom [filling in] (Foodways), Laura Poresky (Period Clothing), Dawn Bondhus (Material Culture), Jon Kuester (Agriculture), and Chris Gordy & Melinda Carriker (Music).

The Candice T. Matelic Award went to John Belik for his article on historic paper marbling published in the volume 29 2008 issue of the magazine. The award is $200 in cash.

Dan Schoeneberg, as editor in chief of the magazine, reported that the delay in the current issue is due to the redesign of the magazine. The editorial team is very excited about the full color format and has been experimenting with many aspects of this enhancement. The next issue will be in mailboxes soon.

Webmaster Chris Gordy reported that recently received software will fix the glitches currently affecting the website. The updated website will be more user friendly and will have a look similar to the magazine. Sue Gordy then gave a demonstration of online registration for the upcoming MOMCC conference. Paper registration will still be an option for members.

Members of the ALHFAM board were recognized as several of them were attending the conference. Kyle Bagnall spoke as the Midwest representative for ALHFAM. The ALHFAM board met at Sauder Village so they could meet with the MOMCC board and discuss ways to strengthen ties between the organizations. The ALHFAM conference this year was at Old Salem in North Carolina and will be held at Old Sturbridge Village in Massachusetts next year. The conference returns "home" to OSV every ten years. Kyle mentioned some of the benefits of ALHFAM- including the farmer's school conducted this fall and an upcoming school on first person interpretation being offered at Mystic Seaport. He also encouraged people to apply for fellowships for the conference. Bruce Henbest, as President of ALHFAM, also offered remarks and appreciation to Sauder Village as host site.

Sue Gordy spoke on the next conference- to be hosted by Mahaffie Stagecoach Stop in Olathe, KS March 4- 6, 2010. The theme is "Are We There Yet? Traveling the Trails of Yesterday and Today." There are bus tours of various sites lined up, a workshop on sausage making, and stagecoach rides will be offered. After this there was a "shootout" followed by cow tail treats.

The 2010 fall conference is being hosted by Old World Wisconsin November 11 – 13, with accommodations in nearby Oconomowoc. Betsy Urven told people to watch for the call for papers and send in their submissions.

With business concluded, it was moved, seconded, and passed to adjourn the meeting at 1:23. The keynote address given by Joe Anderson followed: "Midwestern Agriculture Transformed: A Grassroots View of Agricultural, Environmental, and Technological Change 1945 – 1972."

Respectfully submitted,
Dawn Bondhus, Secretary

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Letters to the Editor

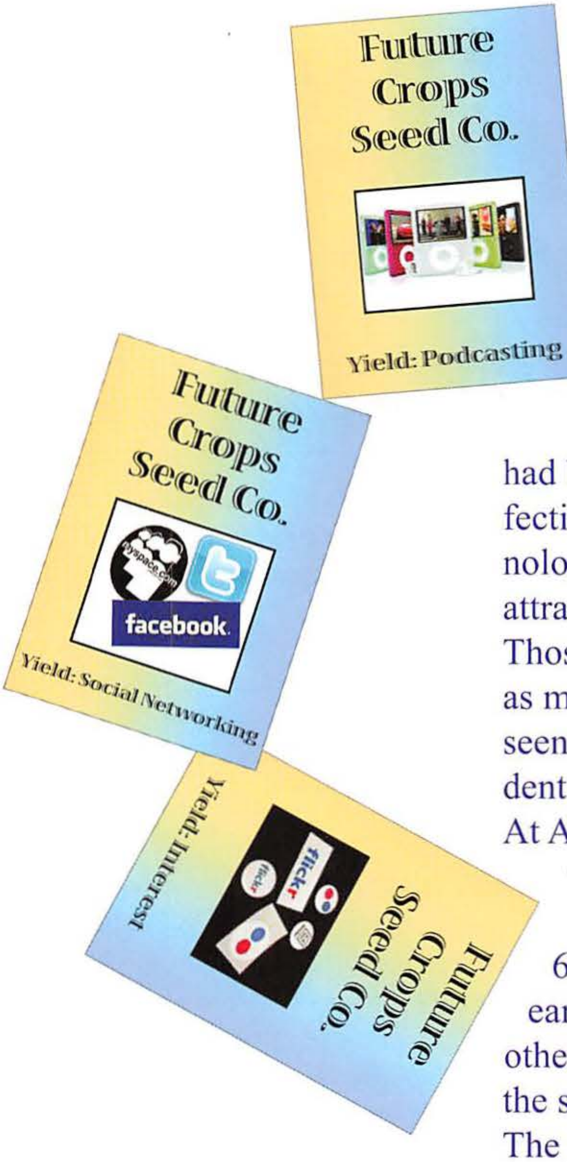
Letter to the Editor,
MOMCC Magazine

I read Rick Musselman's "President's Perspective" from the Volume XXX, no. 1 edition and wanted to congratulate him on his idea for "Smells of the Farm." I like the way he quickly turned a casual encounter into a memorable experience for the class. It also provides all of us another way to express the value of the museum visit to guests. Of course, lemon balm is not the only smell on a farm, so I hope Rick incorporates the other, less enjoyable but equally valuable ones on his tour as well.

Rick went on to say that "technology isn't always the answer to something unique." I agree. I think when discussing interpretation technology is just another delivery method. However, since the Internet appears to be the most used source for information for most people why not put the 'Smells of the Farm" as a podcast on your web site as well? Cell phone tours cost the site money but many cell phones can now download from Internet so a simple podcast can enhance the visit. True, you can not get the smells or the feeling of plants through the Internet—today—but you can explain the tour, describe the plants along with pictures, explain the use of the plants and other things that generate a smell so people can do more research or relive the memory of the day. You can also invite those who have not been to your site to visit so they can smell the smells and feel the different textures while seeing the items in context, and even experience the mixture of smells when bread with dill comes from the oven. Yum!

Tom Walsh

Cultivating Future Crops



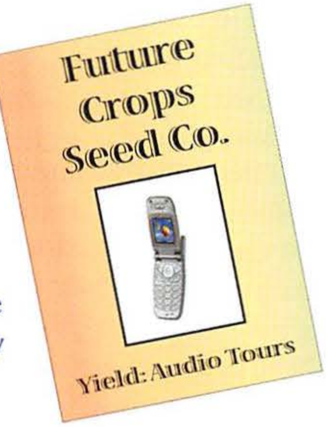
By Tom Walsh

In June of 2008 I attended an American Association of Museums workshop on technology, because I had been thinking that the effective use of electronic technology may be necessary to attract younger visitor groups. Those realizations crystallized as members of Congress were seen Twittering during President Obama's recent speech. At Arizona State University, where I am a graduate student, I see more than 60,000 people wearing ear buds and texting each other while careening around the sidewalks on skateboards. The use of electronic devices consumes the lives of many, many people younger than 30, and is a significant portion of the lives of people older than that. My belief, and the point of this discussion, is that if we do not engage our younger visitors through these electronic devices, we will lose them as an audience, and as our future benefactors.

I am not saying that technology will replace the living history site experience or even enhance it, although I do believe there is a role for electronics, both to attract visitors and on the site when docents are not available. What is important is that about half the population of the United States, and probably the world, is using electronic media in their personal and business lives. This will change the way people think – how they process data and participate with others, not just in their local communities, but in any world-wide experience. I think we need to be aware of that change, recognize that it is coming quickly, and make a conscious decision about how each institution is going to participate. Those that choose to do business as usual will either find themselves having to do too much catch-up down the road, or will not survive.

This article is based on a presentation given at the Spring, 2009 MOMCC conference.

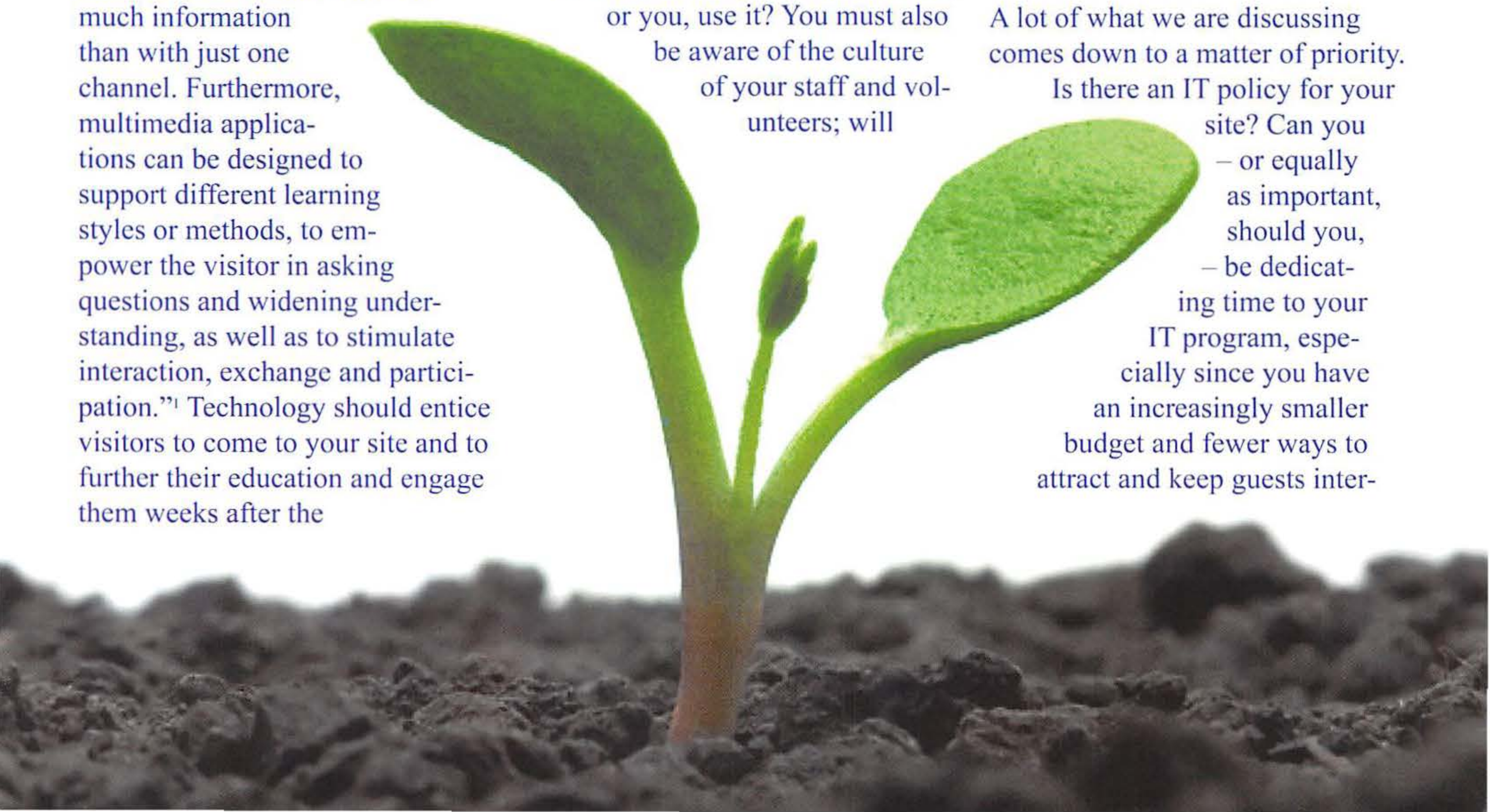
Sprout image courtsey of stock xchng



Living history sites, especially the effectively managed ones which put some thought into their exhibits, offer a unique and exceptional museum experience. Even for the visitor that does not want to participate with activities, and even on a self-guided tour, there is engagement of most, if not all, their senses. That opportunity is not readily available at traditional museums. That is key to making the visit a museum "experience." Additionally, most people come to museums in groups, and they learn best when talking with each other. Studies show "an important principle of didactic communication is the use of several different channels of sensory information at the same time; with multiple channels, a learner can retain about three times as much information than with just one channel. Furthermore, multimedia applications can be designed to support different learning styles or methods, to empower the visitor in asking questions and widening understanding, as well as to stimulate interaction, exchange and participation."[1] Technology should entice visitors to come to your site and to further their education and engage them weeks after the visit. Technology is another tool you can use to capture the attention of visitors after their fourth-grade field trip, while they are teenagers, and into their 20s. The technology is not the exhibit; it is a tool used to communicate your message to an audience that uses that technology regularly. This article shows what is easy for the non-"techno-geek" to do, and on a slim budget, as opposed to what is really hard to do unless you have a dedicated technology staff.

There are conditions that must apply for any technology to be successful. Consider these before assuming your community will accept a new application. First, the educator must have knowledge of the technology and its enabling conditions. Why would a teacher, or you, use it? You must also be aware of the culture of your staff and volunteers; will they even discuss the technology available, or worst, discourage its use? If you add some new technology, will your Board or site managers shut it down? There may be some technology support necessary; is it available to you? Lastly, you must ask yourself if, even when you do not have a docent within one mile of the place to engage visitors, the sight of people on your grounds using cell phones makes you want to go hide in the pig pen. Guests are probably already heavy users of cell phones on your peaceful sites, but you should not get an angina attack by adopting this technology.

A lot of what we are discussing comes down to a matter of priority. Is there an IT policy for your site? Can you – or equally as important, should you, – be dedicating time to your IT program, especially since you have an increasingly smaller budget and fewer ways to attract and keep guests inter-



ested in your site? The answer is, unequivocally, yes. It is obvious that web sites and other electronic technologies play a major role in our lives. The World Wide Web helped elect President Obama. We all use email, and MOMCC has a blog on its website. Now, email is giving way to texting. Many sites have computer-based collections management systems, and some have digitalized their collections as well. Payroll, records of volunteer time, and security systems are usually electronic. We would want to use more technology, especially in a pre-electronic museum setting, if it furthers the mission of the museum and promotes learning. If interested parties can get answers to their questions at any time from anywhere, if we can introduce ideas that take a greater explanation than what we normally can offer at the physical site and provide sources and related subjects, then the electronic-based material will be valuable.

A survey of the Web sites of the 111 institutional members of MOMCC as of year-end 2008 looked for items that appear to be interesting to typical Web visitors. Those who research such things indicate that a visually appealing site is one that has lots of empty space, many pictures, several choices for visitors to peruse, and the writing is like that of a newspaper rather than that of a scholarly paper-based work. Colonial Williamsburg and the Smithsonian were role models because they have IT staffs and put a lot of money into attracting visitors.

Indications of digitalization, as well as podcasts, audio tours, blogs, games, and connections to other sites such as Flickr, YouTube and Facebook were the main considerations. Digitalization is the electronic display of your collections, not just a site photograph. These are reference pictures and documents with captions. Podcasts are audio and/or video presentations of a topic, usually three or four minutes, but as long as 30 minutes. They can be heard or seen from your Web site or can be downloaded to an iPod or other MP3 player. Audio Tours are where you set up a presentation similar to a podcast, only visitors can call a number and hear it over their own cell phones or use a wand the museum provides. Blogs are typed communications with site staff and other guests. Games are activities visitors can do online or that a visitor can print off. Flickr is a free site where people post still photos; YouTube is a similar site only it deals with videos~~;~~ and Facebook is a social site, where individuals and groups can post pictures and statements about themselves and others linked together as friends. You can join the MOMCC Facebook connection. Seventy-three percent of the MOMCC sites offer none of the items above. They provide directions and hours, and may have a few photographs of the site. Most discuss educational opportunities and special events. Digitalization is the most popular application used with 24 museums offering a view of some of their collections. A few are experimenting with Flickr, YouTube and Facebook.

This is nice to know, but so what? It may be that visitors never mention your Web site, or those that do think it is good. You may think you are lucky to have up what you do. The problem is that a visual survey of any community will show you that many people are using portable electronic devices; they have iPods or small fully functioning computers that are easy to carry around and have lots of battery time, and now more than ever, Internet capable phones. If your organization can find the time to explore what can be done to improve usage of your electronic presence, your site will appear more attractive to a quickly growing segment of the potential audience. This should attract more people to your physical site, allow them to access your site even when you are closed, and utilize the messages you want to convey so there is no vacuum in the information about your site and its importance in history.

What kinds of electronic media can you use to promote and enhance your site? There are those that are relatively easy, and those that are harder. The easier ones require you to make a few changes to your Web site, have some creativity, and take some time. Increasing the use of electronic media will take a commitment of your time more than anything else. The first thing to do is know where you are on the Web. Find out who else is telling Web visitors to go to your site. For instance, the Digital History site (www.digitalhistory.edu) their Living History connection, lists Conner Prairie, The Henry Ford, Historic Greenfield, and Living History Farms. Why should you care? The link for Historic Deerfield is http://www.hsitoric-deerfield.org/index.html. Do you see a problem? "Historic" is spelled wrong, so when a potential guest tries to access it they get an error page. Whose problem is that, Digital History's or Deerfields?

Social networks require that you invite folks on your web site and/or in brochures to post their still pictures of your site and activities on a network like Flickr. Two of the MOMCC sites invite people to send their site pictures to Flickr by providing a link to the Flickr web page. While only two of the MOMCC museums encouraged its use, of the 111 MOMCC sites, 80 are on Flickr. The interesting thing about Flickr is that people can also post comments about their pictures. Some are nice comments. A guest says this about Volkening Heritage Farm: "The people here were really great and made us all feel right at home. I have to admit that I had more fun than I originally thought I would and couldn't wait to share some of the images with my Flickr friends."[2] The Buffalo Bill Cody House got good use from Flickr when they responded to a question about the house by explaining its construction.[3] A visitor to the Mahaffie Stagecoach Stop has very complimentary comments in his first picture:

> "After finishing my tour of the Jazz District, I still had a few hours before game time, so I hopped in the car and drove to Kansas, looking for any sort of tourist attraction that might afford an opportunity to purchase some souvenir tat. I stumbled onto the Mahaffie Stagecoach Stop in Olathe KS, which turned out to be quite interesting, oriented more toward actual history than schlock."[4]

However, the next slide by he same visitor may need an explanatory comment from the staff like that provided by the Buffalo Bill Cody house. The guest said

> "Eh. Probably a reproduction. I just ducked into this building because it was raining too hard to make it back to the car."[5]

Although we can see how long ago the photographer uploaded these pictures to the site and when the comments were made, what we do not see is how many people visit these pictures. Are you the first to view the photo since they were put on, or the one-millionth viewer? Having accurate site information will show it in the best light.

Photographers uploading pictures to Flickr use "tags" to identify the content of their pictures. That is great as long as they are accurate. Sometimes the tags can be a problem. Living History Farms is the name of a site in Urbandale, Iowa, but also a common term for open-air museums. This is the count from a search of Flickr tags, or how people choose to identify the content of their pictures:
We found 4,210 results matching Living and History and Farms. We found 403 results matching Living and History and Farms, Iowa. We found 112 results matching Living and History and Farms, and Urbandale, and Iowa.

The point is, look for your site in

creative ways. Try the full name of the sites first, but think like a visitor and shorten the name as well. A picture of a little lamb at Slate Run brought 42 comments. Babies have a way of doing that, but the picture of a boy walking to the barn brought 27 comments. Several said they visited the site.[6] Perhaps more people will go because of these pictures.

Spring Mill may have missed an opportunity to create a birthday "adventure" for a possible visitor who commented on someone else's photo. The photographer suggested the other party visit the site, but they replied they were going elsewhere for their birthday "adventure" in October.[7]

There can always be some controversy as well. Perhaps it is good not to comment on a conversation about how pigs smell and their eventual disposition at Wagner Farm, or it could be explained how because of their open-air, albeit muddy, life these 4-H hogs grew faster than those in the same show who were confined.[8]

There are other easily executed electronic enhancements you can make. Audio Guides and handhelds are probably on the way out. These are the portable wands that museums rent to guests who punch in a number to hear about an exhibit. The reason they will go away is that people prefer to use their own equipment because they are familiar with the technology and do not want to pay for a rental. The rental-type equipment costs the site money, both in purchase and maintenance, as well as staff, to control its use.

Cell phone tours, however, can be useful on your sites. The cultural institutions that offer this service put a small placard near the artifact that explains how to get to the recorded description. Guests use their cell phones to call a local number and hear a curator or other significant person talk briefly about their work. There is a menu option that allows the visitor to make one call and hear several different conversations without having to call back. You may not want to carve this phone number into the side of your barn, but you could create a brochure that lists the phone number and menu options for the various buildings, animals, landscapes, general history, special events, or anything else you can think of discussing. Many of you are in park settings where you get visitors when the buildings are closed or you have no volunteers to interpret the site. This would be a way to tell visitors more about your site. Perhaps they would invite others to join them when the buildings are open or at special events, thereby increasing attendance.

All the cell phone tour facilitators make it easy for you to set up your material. You create a narrative about some aspect of your site. For instance, you can describe something interesting about one of your buildings. Find somebody with a good voice to read it, and record the tour on a digital recorder with the proper software, like Audacity, and save it as an MP3 file. You upload it to the vendor, usually by calling it in, and it is ready to go. You can change each item as often as you like. You do a brochure or other material that lists the local call-in number and the "stops" for which you have a recording. Then the visitors do the rest. The companies give you a periodic report so you can see how many people are using the service and in which topics they are interested. Audio tours are pretty easy to implement and provide immediate value.

One big issue, of course, is cost, and part of that is the rapid changes in technology. The capabilities of cell phones are a prime example. You do not want to invest a lot of time and money into something that will be outdated in a year. I am not sure cell tours fit that category because it will not matter what type of phone you have if as a visitor you can still call in and get information. You can also use the same information on your Web site as a podcast. So, what does it cost? My understanding is that you can get a free trial period of 45 days, but the audio tour companies roughly charge $1,000 plus a sliding rate based on the number of calls: 0 to 50 calls a month is approximately $49, and 51 to 175 calls is $200 a month. It goes up from there. I identified the firms I talked to on the list of links in Appendix A. I am sure there are others. If you have an interest then verify prices and free trial periods with them.

You may want to consider podcasts first. The third firm I talked to will do cell phone tours with you, but indicated that podcasts are similar to cell phone tours, and with the newer cell phones that allow Internet connections, they may be the best way to go. You record a session and put it on your Web site. They can be in text and in audio, and there can also be pictures. You can use free software like Audacity, or the expensive but very good Dreamweaver. Podcasts are easy to create. A fourth-grade school teacher developed directions on how to create podcasts and the Smithsonian posted them. I have included the link in the Appendix. For good examples of what you can do with podcasts, visit the Colonial Williamsburg site.
Use Google Maps on your Web site and as part of your podcasts. Google provides a link of the specific view of your site that you can imbed in your Web site. This would give you the chance to discuss topography of your site. If, or when, you go the route of doing a podcast, you should list your Web site on your site brochures and your site information boards. This way, people with the right phones can see when you are open, if nothing else.

The key, as you can imagine, to doing a successful interview on a tour or a podcast is to have a well thought-out plan for production. If you do an interview, you have to ask good questions and have the interviewee sound natural, not like they are reading from a script. If the commentator is discussing some aspect of your site, make sure the comments are concise, but do not leave questions unanswered.

Cell phone tours should be conversational and not just a listing of facts. Podcasts, when they are visual, can contain facts. Designers say not to put background music on your cell tour as it is distracting when listening to someone talking, but music can be used as an introduction and closing. In a podcast that has picturres, music backgrounds can be added.

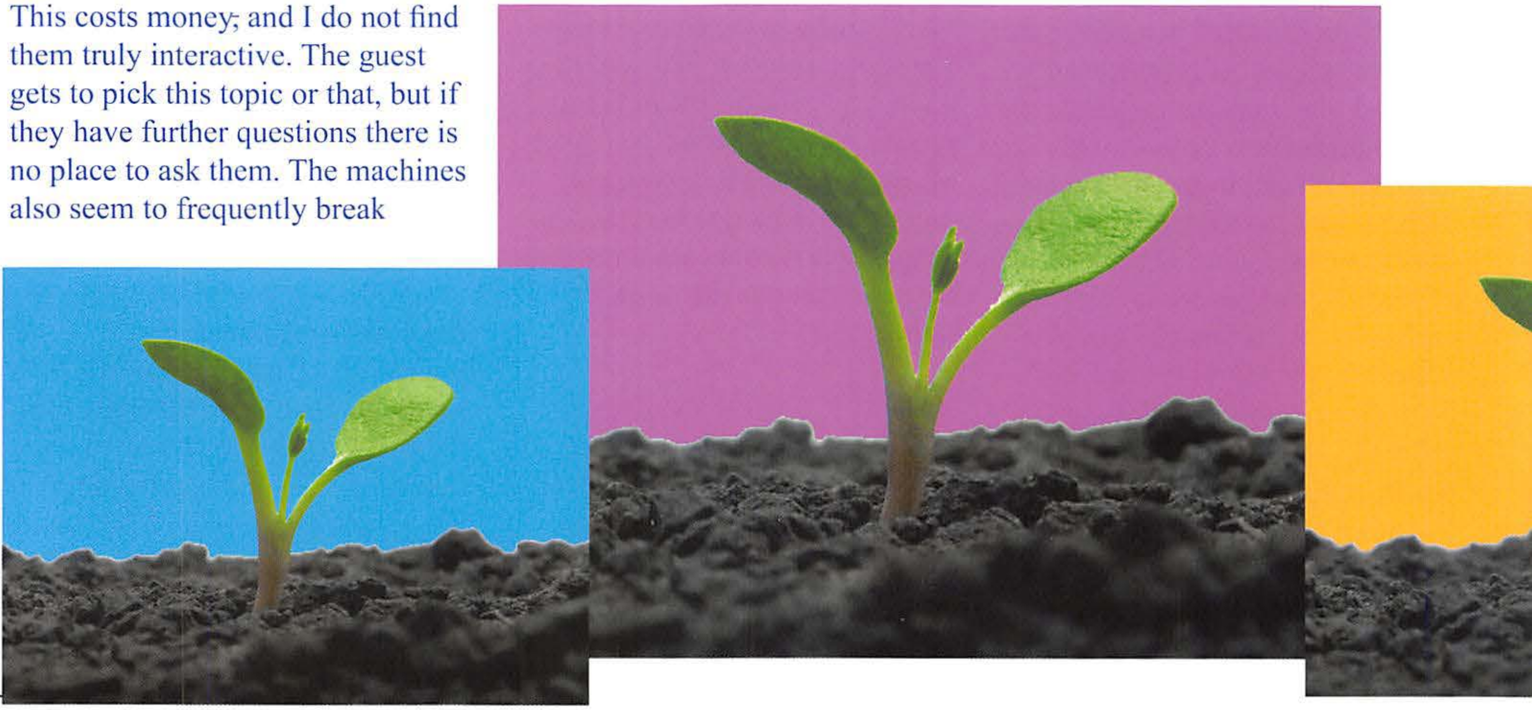
Video are harder to put in your podcasts, as these take more times and money, but visuals are good attention grabbers. You can direct someone to YouTube, where videos of your site may be stored. Look to the link in the Appendix for the McHenry County Historical Society web site for the good use of YouTube. Keep your electronic media fresh as repeat visitors want to see new information or they turn their attention elsewhere. Update electronic media often, perhaps monthly. Williamsburg, which has put a lot of effort into their podcasts, puts up a new one each week. The more difficult electronic applications require people with software programming skills and a great time commitment.

Blogs are tough, not so much because they are difficult to put online, but because of the time commitment. You should review your blog at least daily or regular bloggers will consider it out of date and quickly abandon it. There is also the issue of controlling what gets said on your blog. I know some science centers edit their blogs before posting comments. They say they rarely have to delete comments, but it's a pain to have to review that material every day. What you might do is periodically visit sites that review blogs so should your site come up you can comment on the blogs of others when such action is deserved. You can look at MuseumBlog.org (no www). I did not see any of the MOMCC institutions listed, even the five that do some blog work, but you never know when your site may show up. One interesting idea I saw was to put a PC kiosk whose only function is to link to your blog in your visitor center. This gives people the opportunity to immediately comment on your site, but make sure your IT folks get a spam blocker or you will be inundated with a lot of spam. If you do not have a blog, you can still use this visitor center kiosk idea to have folks download your podcasts while on your site. That way they will not forget to do it later.

Interactive kiosks provide additional details about your site and its history. They are basically podcasts on a PC and monitor in a cabinet. This costs money; and I do not find them truly interactive. The guest gets to pick this topic or that, but if they have further questions there is no place to ask them. The machines also seem to frequently break down, probably caused by young children pushing the buttons too hard and too often, so you would need someone trained in their repair.

There are the simple games, such as in the Conner Prairie Web site, under the History Online tab, which not only shows words in the Lenape tongue, but has a little test to match the word with a picture. There is an accompanying YouTube video of a Native American explaining the game. This takes some special programming skills, however. Games are becoming more important, especially the electronic kind. In January 2009, I attended a webinar (an online streaming video conference) during which the head of the Center for the Future of Museums of the American Association of Museums said that every museum should consider electronic games as part of their presentations. The reason is that 69 percent of all U.S. households currently play computer games. Ninety-one percent of all children under the age of 18 play computer games. Forty percent of gamers are women, and the average gamer is 35. One in four is over 50. Many spend over 20 hours a week playing games. The reason electronic games are successful is that they satisfy our top four cravings in life: we want satisfying work to do, we want the experience of being good at something, we enjoy spending time with people we like, and we want the chance to be part of something bigger. The typical museum today does the latter two, and we must find a way to do the first two if we are to capture this group of people. Living history sites often provide a hands-on exercise that can provide the experience of being good as something as well.

The number one game today is the World of Warcraft. As a player you get a mission, others are involved, it gives you feedback as to what you did well and where you need improvement, and it makes you think you are part of the entire war effort. This covers the four aspects most people



want to consider themselves happy and successful. Unfortunately, developing electronic games take a lot of technical expertise and development time.

Online exhibits are tough because they usually consists of video recordings of your site or three-dimensional technology that allows the visitor to move through the area and see 360-degree views of the grounds. Second Life museums are an example of this. Second Life got 1,444,530 visitors logged on over January and February 2009, so even though I find it an awkward experience, somebody likes to use it. There is a new Living Museums Project on Second Life that wants to make a game about the Crusades. They will probably test it for a short period and then charge people to play. If it is successful, it may redefine "living" museums.

Having heard all of this you may be considering the alternative, a "tech-free zone," which will be the no-smoking zone of the future. I suspect we would need to buy an electronic signal suppressor to accomplish this. It sounds like it would be the jamming device of today with just enough power for a localized area. The signage announcing this might be disturbing to your bucolic scene, however. I would still have a dynamite Web site which tells people to do their research before they get to your site where they will enjoy the living sounds of nature, rather than the annoying sounds of individuals having loud, one-sided conversations, the various songs used to signal an incoming call, or the clickety-clack of texting going on.

There are other things you can do to enhance your site. You can link people to other Web sites where they can get more information. For instance, **www.socialexplore.com** has census maps and data from 1790 to 1930. It now provides the entire history of the U.S. population change from 1970 to 2000, and offers over 3200 maps. The **http://cylinders.library.ucsb.edu/** website is a digitalized collection of 8,000 sound recordings from the late 19th and early 20th centuries held at the University of California. Downloads are available at no cost. The subject listing shows lots of choices for music, some ethnic humor, and speeches by topic, state or foreign country.

What I think is critical is that we do not let the excitement of modern technology take the place of the fabulous intellectual and material goods we have to offer. However, if we do not attract those who rely on electronic devices in their everyday communication, we will not be part of their circle and they will leave us out of their lives. I want an equal shot at grabbing the attention of teenagers like a new phone does.

At the 2009 ALHFAM conference there is a session called "Using Technology to Communicate Your Message and Advance Your Cause: Turning 21st Century Strangers into Friends." This session talks about making a better Web site to develop relationships with your visitors. I think you will see and hear about this topic a lot more in the near future. It is one that requires some thought and discussion with your staff, board, volunteers and guests.

To get started, check your site on Google and see what comes up. Adding some digitalized photos and linking to Flickr are the first, easy steps. Tell people about your site and do not make them search through it for Flickr and podcast links. Make a list of topics you can discuss in less than five minutes that will add value to your visitor experience. Consider who you could interview about some of these subjects, or who you get to lecture on the topic. Then pick three of them and record your thoughts on a digital tape recorder. Listen to them and see if you do not have the beginnings of, or a complete podcast or audio tour. See if there is somebody around who can upload them to your web site under the heading of "podcasts" and ask your staff what they think of them. Ask the staff what ideas they have for additional topics. Instruct them to tell your guests about the new additions and send a note to the local teachers informing them of the new changes and asking them to make site visits. Suddenly, you may be part of the 21st century.

* * *

Tom Walsh is a graduate student at Arizona State University where he is studying for a Ph.D. in Public History.

* * *

Wen sites cited:
Social Networks:
www.facebook.com • www.flickr.com
www.youtube.com

Digital History
www.digitalhistory.uh.edu/resources.sfm#living • www.museums.usa.org

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www.guidebycell.com
www.oncellsystems.com
qmediaproductions.com
Audio production software:
Audacity • Dreamweaver

Podcasting
http://www.smithsonianeducation.org/educators/lesson_plans/podcast/howtopodcast.html

Colonial Williamsburg
www.history.org

Google Maps
maps.google.com

McHenry County Historical Society: click on the McHenry County Historical Society section for the connection to the YouTube tour of the Gannon Log Cabin.
http://www.mchsonline.org

Blogs
MuseumBlog.org
www.technorati.org

Games: requires YouTube account
http://www.youtube.com/watch?v=2maGp7Ocj5s

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6. http://www.flickr.com/search/?q=Slate%20Run%20Living%20Historical%20Farm&w=all&s=int
7. http://www.flickr.com/photos/wilsonsmith/2726113851/
8. http://www.flickr.com/photos/urbanwoodswalker/2671366738/

"But, darling, I don't understand!"

"It's rather simple, Edmond, I simply can't be with a man who doesn't submit articles for the MOMCC Magazine!"

Don't be left out in the cold! Get published in the MOMCC Magazine! Submission guidelines can be found on page 60.

Old Sturbridge Village

Need financial assistance to attend the 2010 Annual Meeting and Conference? Why not apply for the ALFHAM Fellowship!

Eligible candidates must meet ALL of the following qualifications:

-- you or your institution are a member of ALHFAM

-- you have not received a fellowship to an ALHFAM conference previously

Fellowships for 2010 cover conference registration ($425 early-bird member rate) and funds to cover lodging at the conference site (approximately $35 per person double occupancy).

Recipients are ***expected*** to present a paper at the conference or submit an article for publication in the *ALHFAM Bulletin*. Applicants who present a paper at the conference are encouraged to submit their paper to the conference *Proceedings* but are not required to do so.

A complete application MUST include the following:

1. A cover letter stating: your membership status (individual or institutional), why you wish to attend the conference, an explanation of financial need, how you intend to contribute to ALHFAM, past contribution to ALHFAM, and whether you are a member of an ALHFAM professional interest group. *Please limit this to one page.*
2. A résumé including two (2) references. *Please limit this to two pages.*

Failure to include any of the above information will disqualify an applicant.

Applications will be rated based on the following criteria:

1. Past participation in ALHFAM & potential for future contribution
2. Participation in living history, museum, or other work relating to ALHFAM's mission
3. Rationale for attending the conference and annual meeting
4. Financial need
5. Presentation of application
6. Presenter at 2010 meeting

Deadline: March 30, 2010. APPLICATIONS RECEIVED AFTER THIS DATE WILL NOT BE CONSIDERED.

Applicants being awarded fellowships will be notified by April 23, 2010.

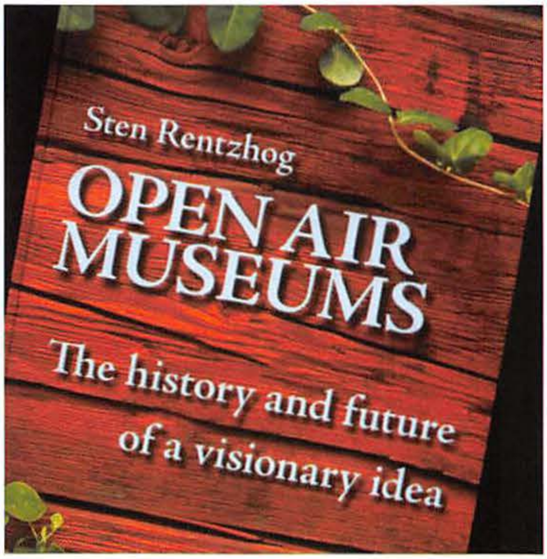
Applications must be mailed or e-mailed (preferred) to the ALHFAM Fellowship Committee chair:

Deb Arenz
Nebraska State Historical Society
PO Box 82554
Lincoln, NE 68501-2554
deb.arenz@ nebraska.gov

Open Air Museums

The History and Future of a Visionary Idea

Sten Rentzhog



"Sten Rentzhog has written the first comprehensive international history of open air museums. *Open Air Museums* informs us about the past, but it also conveys much about the ways that open air museums can continue to be relevant in a changing world."

-- Debra Reid, Eastern Illinois University

Rentzhog does not shy away from expressing his views, his hopes and concerns. In his hands, the old view that open air museums in Europe were only concerned with preservation and collections, and that Americans were too concerned with education and the public, goes by the board (xii)

-- Edward L. Hawes, museum consultant

"It will be indispensible reading for people concerned about [open air] museums.

-- Jamtli Főrlag, publisher

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Practical Perspective

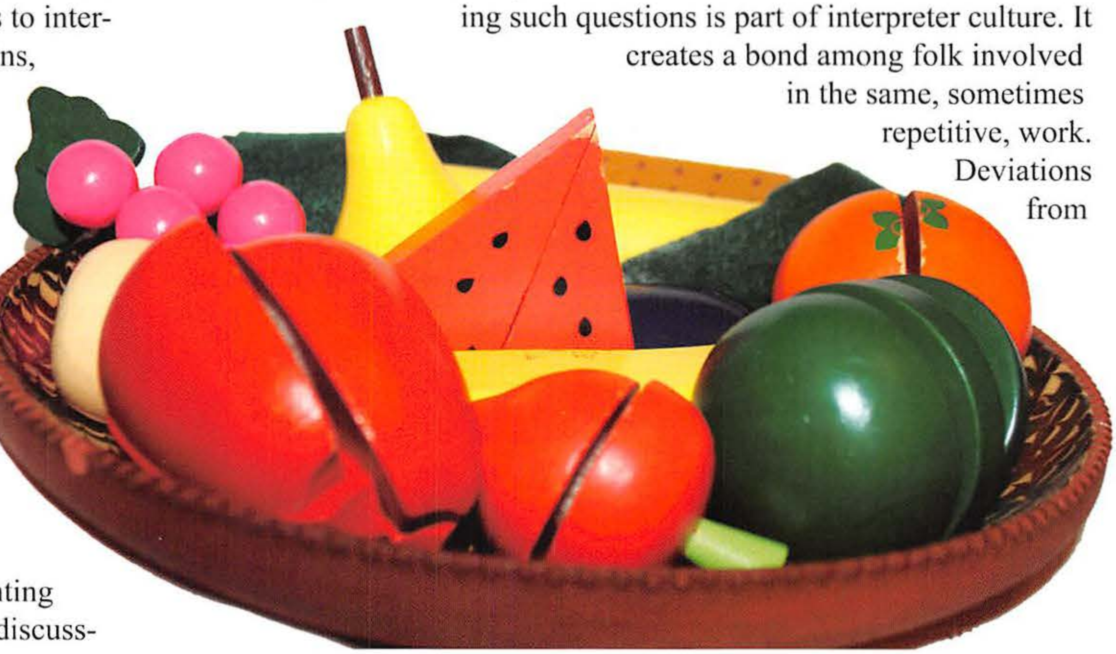
Don't Let Stupid Questions Go Unanswered

by Debra A. Reid
Eastern Illinois University

(Editor's Note: The Interpretation Resource Group met during the November 2008 MOMCC Conference and someone brought up the topic of "stupid questions." The discussion prompted Reid to recall this visitor/interpreter interaction that she experienced 23 years ago. She can only hope that the answer to the question, which she cannot remember, gave the visitors half as much insight into the power of interpretation as their question gave her.)

I spent five months interpreting several sites at Old World Wisconsin (OWW) during 1985. I was in transition from a living history site noted for its first-person interpretation most vividly delivered in the context of four-day live-ins, to the Cooperstown Graduate Program in early September; I wanted to learn more about different approaches to interpretation, and Marty Perkins, a longtime OWL staff member, allowed me to spend most of an interpretive season on a crash course experiencing costumed third person interpretation.I remember working in six different sites spanning nearly eighty years (1840s-1910s) and representing five cultural groups that season. – orienting visitors at the Town Hall; discussing New Yorkers such as the Sanford family who relocated to the new wheat frontier in Wisconsin territory during the 1840s; interpreting transplanted Germanic culture on the front porch of the Schottler farmhouse and the Schultz farm; learning about Norwegian emigrants and their lives as transplants to Wisconsin at the Kvaale farmstead; and finishing my experience interpreting at the Finnish farmstead of the Ketola family, including the sauna and a working cream separator.

Did I encounter "stupid" questions? Sure. At least I thought that a few warranted the "stupid" label. I collected stories of visitors during the course of the day, and I shared these with my co-workers during the walk or tram ride out of the site each evening. Likewise, they shared their observations with me. Discussing such questions is part of interpreter culture. It creates a bond among folk involved in the same, sometimes repetitive, work. Deviations from



routine questions become the heart of shared memories. My favorite "stupid" question from that summer related to food.

I was preparing sauerkraut and sausage for the "noon meal" at the Schultz farm one hot summer day. Kathleen Ernst, the curator of education at OWW and a colleague of Marty's, issued interpreters small rations to cook at the sites. State health codes dictated that we could not share anything we cooked with visitors, but I remember that my most memorable stupid question involved food. A young visitor asked it as I prepared to put a fork-full of sauerkraut into my mouth. "Is that real food?"

How does one respond? "N I am about to ingest fake sauerkraut made of asbestos and glue." "No, I have slaved over the hot oven this morning just to fool you – gotcha!" "No, I spend every dinner-time ingesting fake sausage, and that is how I keep my trim figure!" All of us can think such sarcastic replies, but what should interpreters say? How should interpreters respond?

Three steps (and a possible fourth) can help interpreters think outside the box when it comes to responding to any question, but especially to "stupid" questions.

First: Remind yourself that there is no such thing as a "stupid" question.

Restrain yourself; do not answer sarcastically, no matter how tired or weak of constitution you may be at the moment. Instead, work with the visitor to rephrase the question. You could respond to "Is that real food?" with "Now, what makes you think that this is NOT real food?" Drawing the visitor in can create a memorable opportunity for visitor and interpreter alike. You can deconstruct the question and get at what the visitor is really trying to ask, and the visitor can learn much more than the answer to their quickly phrased question. Remember, this is just part one of a longer process of question answering!

Second: Create a situation as you answer the question that facilitates a "mind-on" experience for the visitor.

Involve the visitor in answering the question. Remember – "you hear, you forget." The visitor is less likely to remember your answer, even well crafted and complete, if they just listen. "Is that real food?" should be answered by having the visitor do as much of the problem solving as they can. Remember the rest of the adage: "you do, you understand." You could put the eating utensil back on the plate and tell the visitor that the food is certainly real, because you intend to eat it. But then you could ask the visitor where they think each part of the meal came from. This will probably result in a detailed inspection of your plate.

But that is what the folks at OWW intended. They did not want me to stuff my mouth with a meal while I was on duty. They intended the meal to provoke conversation and interpretation. I was not even supposed to eat the food – health codes, remember. Instead, I was supposed to use the food to discuss the long process of planting, harvesting and processing cabbage, and of breeding, raising, slaughtering and preserving pork. It could lead the visitors to go on a self-guided scavenger hunt. "Now that you know the contents of this meal – from kraut to pepper and pork and salt – go out and identify all the tools that you think the farm family had to use just to eat this one meal." Wouldn't that make a memorable minds-on experience for a group of visitors!

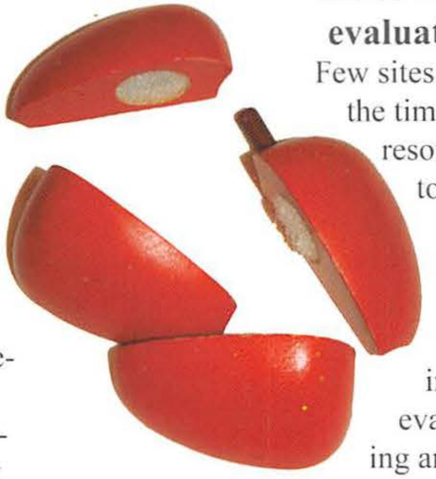
Third: Create situations that allow visitors to ask more sophisticated questions.

This may seem like an ill-advised recommendation, having just realized that memorable experiences can result from ill-conceived questions. But think about how planning and implementing memorable experiences could improve the visitor experience for everyone, not just the folks who might ask the question.

Consider a scenario that would make interpretation less situational and more organized. What if staff (interpreters consulting with their supervisors) could construct several visitor activities, each of which engaged them intellectually (and physically if appropriate). These could be distributed as half- or quarter-page handouts to visitors randomly during the day at the beginning of their tour. One handout might ask the question "What do we eat?" and would force visitors to think before entering and asking. The directions would tell visitors that they have to assess the site to determine what kinds of foods were available in 1860s Wisconsin during the summer, for example. What types of foods would be palatable to one ethnic group compared to another based on the evidence you see? Itemize the evidence. Determine what you don't have that could help you figure out what natives of Schleswig Holstein might have eaten; ask, "What have you learned about the foodways of the inhabitants of the house, and what questions you want to ask now that you have explored on your own?"

The third part of this might result in repetitive questions – What does "foodways" mean? Do you have a cookbook? Where is the grocery store? – but you could answer these questions more effectively because you and your co-workers may have already developed responses to these questions, based on the first and second suggestions above. And you will not get thousands of these questions a day. The ticket office staff will have only a limited number of these visitor scenario handouts. You can develop other scenarios to vary the questions interpreters get all day long. You can devise one that will get visitors asking the men folk, not just the women folk, questions!

Fourth: Planned interpretation can create opportunities for evaluation.



Few sites have the time or resources to collect data to use in evaluating and improving daily interpretation or even in formal programs. This approach can result in quantifiable data that can support a more minds-on approach.

First, identify the goal you hope to realize. In the case of the food question, you want visitors to learn more about historical foods, particularly the symbiotic relationships that existed between garden, pig pen, and kitchen table. Create an exit survey that asks visitors about their knowledge of this after they visit (but before the programmatic change gets implemented). Then pilot the minds-on self-guided tour and ask the "guinea pig" visitors what they liked about it, and what they did not like about it, as well as what suggestions they have for improving it. Revise if necessary and pilot again. Repeat until visitors love it. Then implement it, and repeat your exit survey with the same questions. This gives you formative data as well as summative data that you can use to justify the expense of interpretation. What you do matters, and you have the evidence to prove it.

Then, share with MOMCC and ALHFAM members! Share your experiences through conference presentations, the MOMCC message board, the *Midwest Open Air Museums Magazine* or the *ALHFAM Bulletin*. Too little evaluation information is shared, so take the time to summarize your findings and report to the field. It will help improve visitor (and interpreter) experiences!

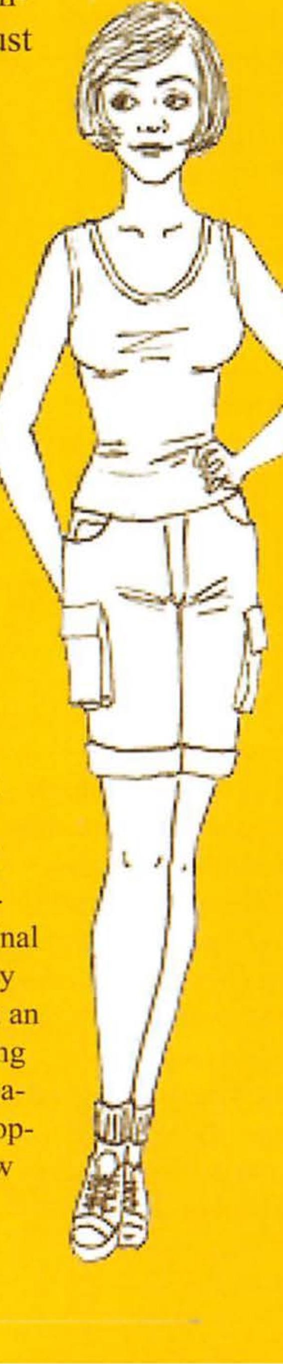
Dr. Debra Reid grew up on a farm in southern Illinois and spent years working at living history farms and open air museums before shifting to a career in academia. She combines her experience and training teaching undergraduate courses in U.S. history, public history, and women's history and graduate courses in material culture and collections care for Eastern Illinois University.

Re-membering the Past

Living History Interpretation at Historic Sites and Museums

by Matthew P. Cassady

Museums serve the public interest in different ways. Traditional museums house and preserve collections of artifacts and display them to the public, while other museums, such as outdoor and "living history" museums, attempt to create an authentic setting in which the visitor can come to a better understanding of the past through hands-on experience. In open-air museums the buildings and environment created by them act as artifacts themselves, helping museum-goers to immerse themselves in what feels like an authentic historical environment. Regardless of style, every museum must concern itself with the presentation and interpretation of its artifacts to construct an accurate representation of the past.



Stella-the-Interpreter Paper Doll and Wardrobe by Ericka Mason Osen

Museum interpretation takes many forms. Most institutions utilize traditional methods such as arranging artifacts in thematic exhibits and applying historical context to them to accomplish their interpretive objectives. Some institutions utilize docents and tour guides to elaborate the story behind their artifacts and to assist the visitor in understanding the exhibit, while others use more unconventional methods, such as living history presentations with costumed interpreters demonstrating period activities. It is this last form of interpretation, living history, which is the focus of this study. The interpretation afforded by means of living history is subject to much debate, but it provides unique opportunities and is a powerful tool for learning.

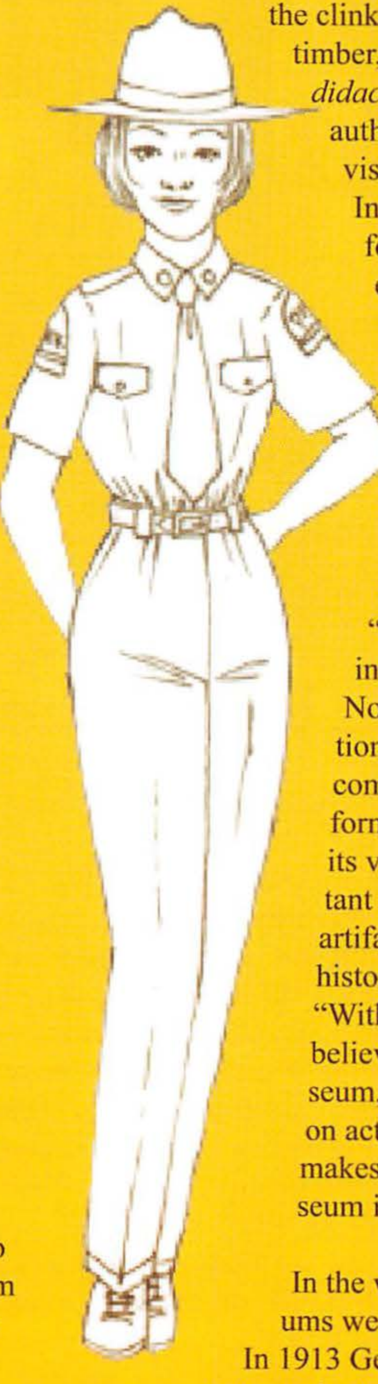
The core value and purpose of any museum is public education achieved through exhibits, tours, or other public programs. Central to these educational programs is *interpretation*. The American Association of Museums (AAM) defines interpretation as "a planned effort to create for the visitor an understanding of the history and significance of events, people, and objects with which the site is associated."[1] Freeman Tilden, writing for the National Park Service in the 1950s, writes that interpretation is "an educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information."[2] Without interpretation the artifacts in an exhibit would not tell a story, the interpreters in a gallery would have nothing to say, and visitors would leave feeling uniformed on the subject. For this reason museums should place the brunt of their energies on the creation, development, and improvement of interpretive programs. Authors Alderson and Low argue that the official AAM definition of interpretation is compatible with that offered by Tilden. Living history interpretive programs are excellent illustrations of these two definitions working in concert by allowing museums or historic sites to interpret and put a human face to (stet) a wide variety of historical events, personages, and relationships.

Different methods can be utilized in order to achieve the educational goals of living history interpretation. Each methodology accomplishes different objectives, providing unique learning opportunities for museum-goers. Third-person, the most common form of museum interpretation, allows for interpreters to explain the past to visitors from a modern perspective and delve into historical issues with great depth. First-person interpretation, where museum interpreters assume the identities of historic personages, provides a snapshot of a particular time and place in history and encourages visitors to interact with interpreters as though they were the real historical people. Finally, second-person allows visitors themselves to participate in the interpretation themselves, acting in the roles of historic personages to develop a deeper appreciation and understanding of the past. Living history museums and historic sites must evaluate the usefulness of each of these methods in order to determine the most appropriate form of interpretation for their particular institution.

Living history relies heavily on the material culture left behind by earlier people to create interpretation with substance and depth. Since these artifacts are the only tangible links available for us to use to study the past, they should be presented in their appropriate contexts in order to facilitate greater understanding. Jay Anderson, a living historian and author, argues for living history programs and museums on the basis that

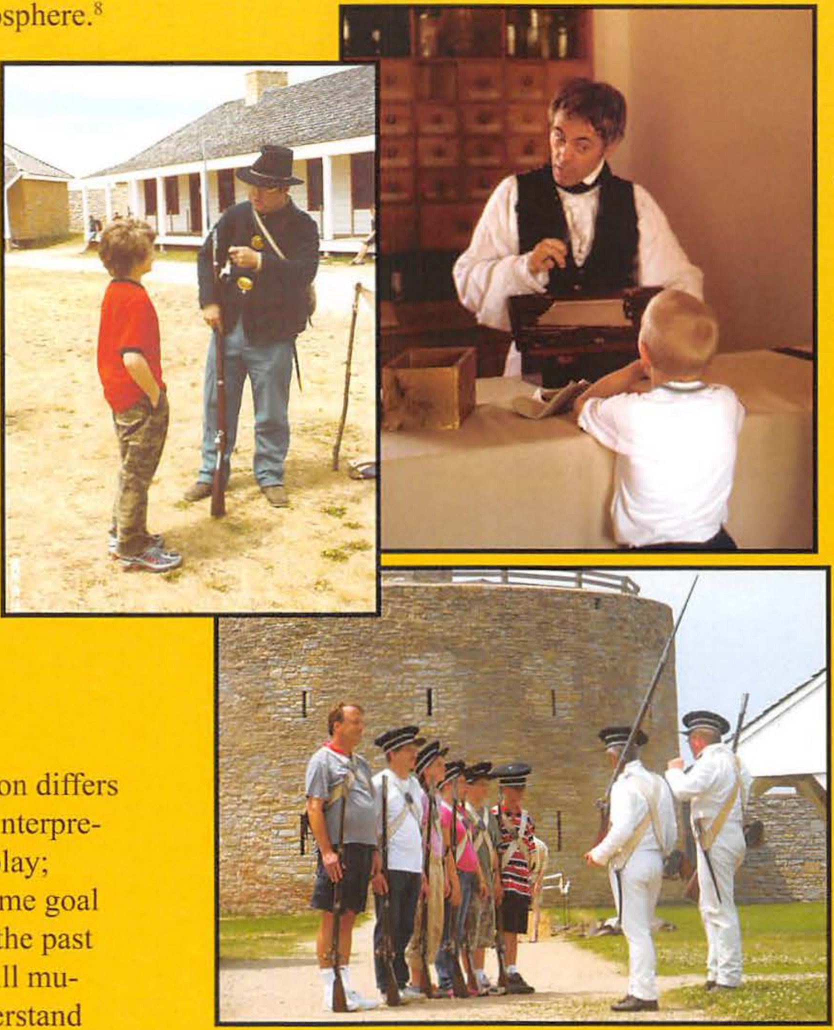
> The sensual element [is] crucial. Once inside, the visitor could use all his senses: could look at the horses being shod, smell the aroma of frying steaks and perking coffee, hear the clinking of spurs, feel the texture of new-planed timber, and so on…. *Living history* [is] *both didactive simulation and stimulation* [italics author's], a pedagogical tool that …[can] help visitors vicariously feel the past.[3]

In this way, museums can bring the past to life for their visitors, enhancing their learning experience.



At the end of the nineteenth century, museums began to experiment with the idea of living history as a legitimate form of interpretation. Artur Hazelius, a Swedish pioneer in the field of living history, subscribed to a functionalist approach for the interpretation of artifacts; he believed that "material culture could only be understood only in terms of its cultural environment."[4] Hazelius's Northern Museum displayed an eclectic collection of buildings from across Sweden and, when combined with interpreters in period dress performing period activities, the museum became to its visitors "Sweden in summary."[5] It was important to Hazelius that visitors be allowed to see the artifacts – from buildings to tools – of his nation's history being used as they would have in the past. "Without activity," Anderson writes, "[Hazelius] believed Skansen would be nothing but a dead museum, a dry shell of the past."[6] Interpretation built on activity is the lifeblood of living history and what makes it arguably the most dynamic form of museum interpretation.

In the wake of Skansen's success, outdoor museums were established in Europe and North America. In 1913 George Francis Dow created the first open-air museum in America at the Essex Institute in Salem, Mass..[7] This museum consisted of three period rooms in the Essex Institute's main hall and several buildings, including the restored 1685 John Ward house. Utilizing the interpretive techniques used at Skansen, Dow employed interpreters dressed in period clothing to give the museum a "lived-in" atmosphere.[8] During the 1920s two of the most famous open-air museums in the United States were created: Greenfield Village in Dearborn, Mich., and Colonial Williamsburg in Williamsburg, Va. These museums employed the living history techniques pioneered by Hazelius within settings of restored and reconstructed historic buildings, which provided the proper atmospheric context for interpretation.



*Clockwise, from near left: A Fort Snelling staff member doing a **first person** portrayal of the post surgeon; a group participating in the Fort's "Recruit for a Day" program with staff members using **second person** interpretation; the author, Matt Cassidy, using **third person** to talk to a young visitor at the Fort's Military Timeline progam.*

Living history interpretation differs from traditional museum interpretive methods of static display; however, both have the same goal in mind: to communicate the past to people in the present. All museum educators must understand that, in the words of Tilden, the main goal for interpretation "is not instruction, but provocation."[9] Simply relaying information to a visitor about a particular artifact will not satisfactorily accomplish the aim of understanding – a deeper comprehension is needed. For example, a well-designed traditional glass case exhibit can provoke visitors to think in ways they had not before, but extensive planning and thought must go into the development and construction of these exhibits. The curator must determine how these silent objects will speak to the visitor, who must, in turn, be able to discern the intentions of a distant institutional voice. I would argue that living history interpretation can accomplish this goal as well and possibly with a greater potential for understanding than other forms.

According to Anderson, living history is the most democratic form of museum interpretation because it "allows the visitors to delve as deeply as they wish into the lives of their historical counterparts."[10] The visitor, then, becomes the interpreter, asking questions about issues and topics of concern to him or her and not being supplied only with an institutional interpretation. A quality living history program with well-trained staff can provoke visitors to challenge their beliefs and understandings of the past – living history "invites us to compare historical periods in the past with our own and to confront the fundamental questions of why some things stay the same and others change."[11] By putting a face to the past and stressing the humanity of history, living history can bridge the gap between past and present in ways that traditional museums cannot.

This is not to say that living history is without its limitations. Few modes of interpretation have received such scrutiny and been the subject of such heated debate as living history. One of the greatest criticisms leveled against it is that it popularizes history, offering a sanitized and shallow version of the past. "Putting interpreters, guides and, perhaps worse, actors in period costume to explain the past," writes drama professor

Anthony Jackson, "is symptomatic of a shallow popularising [sic] tendency; and it encourages a highly suspect empathy with past lives…."[12] Jackson argues it is impossible to accurately interpret the complexities of the past to a lay audience through living history, the scope of which is far too limiting and therefore runs the risk of reducing history to an overly simplified caricature, lacking depth and complexity.

Further, it has been argued that living history presentations privilege certain aspects of the past to the exclusion of others. Our perceptions of history are influenced "by assumptions about which pasts are worthy of being preserved and whose stories should be told, as well as what gets left out in the telling and who makes these decisions."[13] Living history is seen by some critics as a reinforcement of institutional interpretations of the past – the white Anglo-Saxon Protestant view of history. Anthony Jackson voices these concerns about the state of living history in European museums: "by privileging the past and wishing to preserve our country houses, castles and estates in aspic, we fail to recognize that the past is by definition something that evolves, that cannot be recaptured without deception."[14] By creating historic atmospheres for interpreters to inhabit, Jackson argues, we are negating the flow of history and deceiving ourselves into believing that what is presented to us is truly how the past was.

These are valid concerns to a point, but these are not exclusive to living history interpretation. All historians must juggle the fact that they can never comprehend the entirety of history nor adequately represent every voice from the past in their work. Since the popularization of the "new" social history during the 1960s, the interpretation of history has dramatically changed. By utilizing the multidisciplinary research methodologies of social history studies, historic sites can create a far more accurate picture of the past than before. Plimoth Plantation, a living history museum in Massachusetts, provides an excellent example because of its research into the social aspects of the early European colonies in an effort to accurately and effectively interpret Pilgrim life. Written records of the early seventeenth-century pay scant attention to women, but it is known there were women living in the Plymouth Colony. In order to interpret these women as accurately as possible, other research methods must be employed, such as examining period artwork to understand how women of the era looked, and studying the customs of the English Separatist movement.[15] "Thus, while historic records of Plymouth Colony may lack details about the acts of women and other non-Pilgrim Fathers," writes Scott Magelssen, "Plimoth Plantation reimagines these details by looking to archeological data and art from the period."[16] These multidisciplinary research methods allow the lives of the forgotten and marginalized to be presented and interpreted as accurately as possible to create a more inclusive and humanistic interpretation of history.[17]

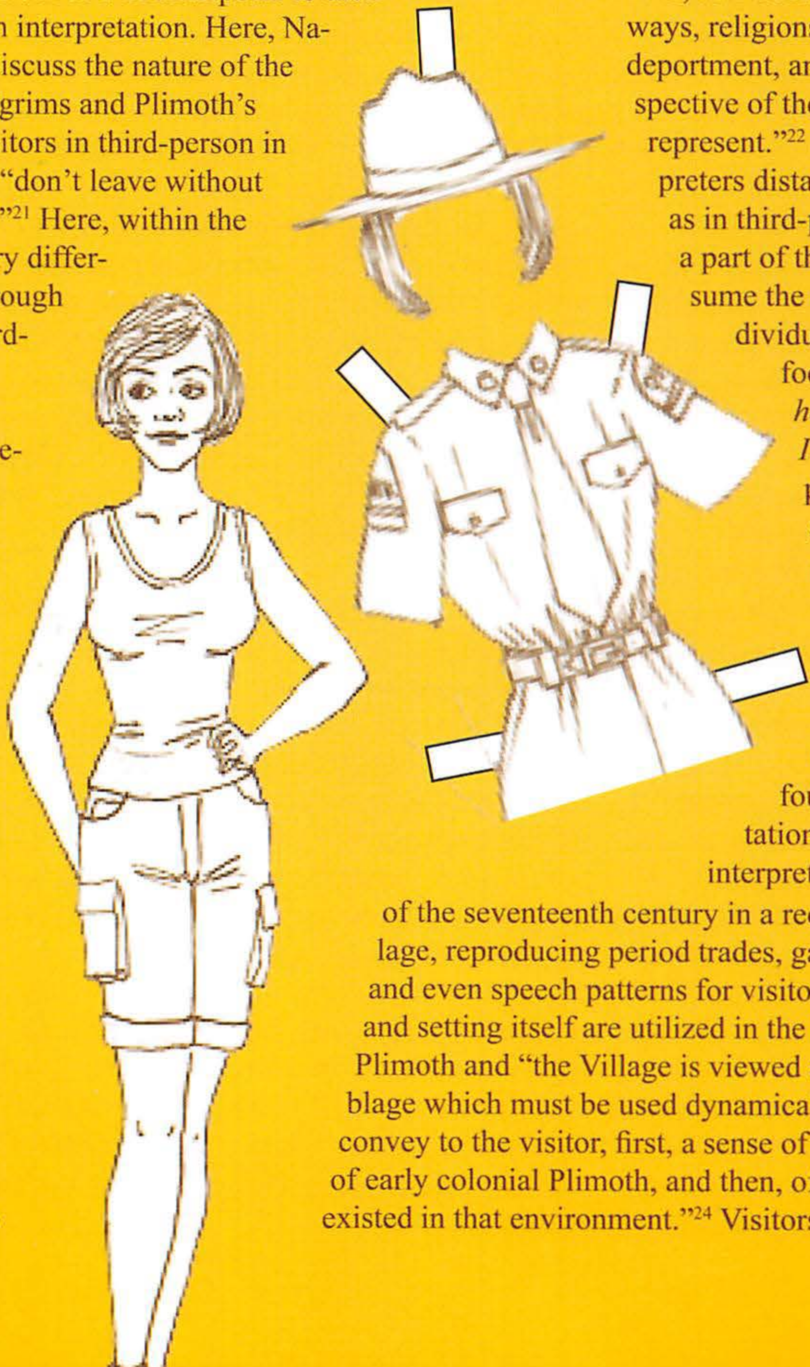
Living history interpretation can take several forms, from third-person interpretation, where an individual explains aspects of the past to visitors, to first-person interpretation, where interpreters assume the persona of a historic figure from the past, to second-person interpretation, which allows the visitor to experience history for themselves as though they are a part of it. There are many variations in between these methods, but all fall roughly into one of these categories. This study will examine each of these forms of interpretation to understand how best to use them in educating the museum-going public.

The most basic form of living history interpretation is third-person, and the majority of museums and historic sites utilize it in their programming. Living historian and author Stacy Roth defines third-person interpretation as the process by which interpreters, "often dressed in period attire, describe, demonstrate, illustrate and compare their subject in ways that effectively communicate its meaning to visitors."[18] This method allows interpreters greater freedom in their interpretation and helps prevent falsification of the past; sources can be openly referenced and interpreters can include the subjectivity of historical events and personages in their explanations.[19] Magelssen explains the strengths of third-person interpretation thus: "…it would seem that third-person interpretation …is more historiographically responsible, because it allows discussion of a multiplicity of events as well as a foregrounding of the present consequences of political or social action…"[20] Third-person gives interpreters the ability to cross the centuries in their interpretations in order to draw connections between seemingly disparate people, places, and events, thereby creating a clearer picture of the past.

A further benefit of using the third-person interpretive method is the relative low cost, both monetarily and in work hours of training for interpreters, as compared with other interpretive methods. It is not essential for third-person interpreters to possess an exhaustive and encyclopedic knowledge of the period being presented in order to be effective. As museums struggle to remain in the black and maintain the integrity of their interpretive programming, this method of interpretation has great appeal. Thus, with training in the necessary historic information and interpretive methods of a particular museum or historic site, anyone can theoretically become a third-person interpreter.

Flexibility of interpretation is also greater when using third-person. Different individuals can interpret different eras of history while occupying the same space and be able to field questions that would be outside the scope of a first-person interpretation in addition to presenting varying interpretations on the same subject. For example, Plimoth Plantation created a Wampanoag village to act as a counterpoint to their standard first-person Pilgrim interpretation. Here, Native American interpreters discuss the nature of the relationship between the Pilgrims and Plimoth's original inhabitants with visitors in third-person in order to ensure that visitors "don't leave without hearing the rest of the story."[21] Here, within the same historic space, two very different stories are being told through the utilization of quality third-person interpretation.

Though third-person interpretation allows museum staff to bridge the gaps between various aspects of history and acknowledge the limitations of historical research, it does not necessarily allow visitors to participate in a *dialogue* with history. Though history is being presented through the medium of a human interpreter in third-person, the immediacy of history and its humanity can sometimes be neglected, and the interpretation runs the risk of becoming a dull recitation of facts and dates.



However, if a visitor is able to speak with George Washington about his service in the Continental Army, or to ask Thomas Jefferson his views on slavery, a whole new window of understanding can be opened. First-person interpretation can allow visitors an opportunity to experience a deeper connection with the past on a personal level.

First-person interpretation, according to Roth, occurs when "interpreters behave in a fashion that evokes, as closely as possible, the behavior, folkways, customs, beliefs, activities, speechways, tradeways, religions, technology, dress, deportment, and contemporary perspective of the past peoples they represent."[22] No longer are interpreters distanced from the past as in third-person, they become a part of the past as they assume the role of a historic individual. The interpretive focus changes from *how they did it* to *how I do it*, and it gives a powerful "sense of authenticity" to the presentation.[23]

One of the prime examples of successful first-person interpretation can be found at Plimoth Plantation, where costumed interpreters portray Pilgrims of the seventeenth century in a recreated colony village, reproducing period trades, gardening practices, and even speech patterns for visitors. The buildings and setting itself are utilized in the interpretation of Plimoth and "the Village is viewed as a material assemblage which must be used dynamically, not passively, to convey to the visitor, first, a sense of the physical world of early colonial Plimoth, and then, of the culture which existed in that environment."[24] Visitors do not simply see a colonial village, they *experience* one, with all its sights, sounds, and smells. The appropriate environment is designed to complement the traditional demonstration of living history to create a sense of authenticity.[25]

Both Roth and Anderson make a compelling argument that first-person interpretation is more taxing on interpreters and visitors, requiring both to perform "physical and imaginative work" to create a believable experience.[26] Interpreters must endure the mental and physical stress of presenting to museum visitors a stimulating and provocative interpretation while remaining in character and in period garb. Most importantly, visitors must also be willing to make the imaginative leap necessary to grasp the interpretation as presented to them, an intellectual and imaginative exercise many are unwilling to endure.

There is no doubt that it takes greater effort and resources to develop a quality first-person interpretation program. However, Roth argues that first-person does not need to be wearying, for, with proper orientation, a visitor can be well-prepared to participate in first-person discussion with interpreters. A short orientation program or film can set the tone for the visitor's experience, explaining to them who the interpreters are, what they are doing, and suggesting how to interact with them. Lincoln Log Cabin State Historic Site uses a short film to prepare its visitors for interactions with interpreters portraying rural Illinois pioneers in 1845, informing visitors that they will be stepping back in time and encouraging them to ask questions of the interpreters to compare life in the mid-nineteenth century to today. These forms of presentation facilitate the transition from the modern to the historical by setting the boundaries for discussion. Visitors have an idea what to expect when they enter the site and can then have a more fulfilling experience.

Arguments have been made as to which form of interpretation, first- or third-person, is the more effective technique. Both are instructional methods for living history sites that have the ultimate goal of educating the public, but their methods are not the same; third-person interpretations attempt to bridge the gap between the past and present in a way accessible and comprehensible to both interpreters and average museum-goers, while first-person attempts to provide visitors with an interactive, living snapshot of the past and create a dialogue between museum-goers and individuals from the past. They are two different roads leading to the same destination:encouraging greater understanding of people and events of the past.

With this understanding, it is possible to examine the limitations of a first-person interpretive program. One obvious limitation is that the interpreter cannot break from his or her role to address questions and concerns which are outside the interpreted realm. This can produce anxiety in both the interpreter and the visitor and make answering questions difficult. The spontaneous nature of first-person interpretation itself is often unsettling to visitors due to the "foreign-ness" of the interpreter who is distanced from the audience by clothing, speech, and deportment. As unsettling as this is, it can be exacerbated when discussion between visitor and interpreter is derailed by a visitor's reference to an anachronism, or the interpreter's failure to maintain his or her character. Overall, the comfort of the visitor and his or her willingness to embrace a sense of belief in the interpreter makes the difference between a quality and a poor first-person interpretation.

Magelssen argues that first-person interpretation makes the mistake of "taking for granted a conception of time and history grounded in modernism and progress."[27] In this understanding of first-person, interpreters describe the past only as a simpler version of the present and provide visitors an opportunity to see how far civilization has progressed. I would contend that this is only true of poor first-person interpretation, where museum staff only ask visitors to compare their present lives to those of people from the past. Successful first-person can provoke visitors into spontaneous discussion between museum-visitor and interpreter, going beyond simple "this is how I cook my meals" demonstrations. Discussions about housework on a nineteenth-century plantation can transform into a first-person dialogue on slavery and racial relations where period attitudes can be expressed and properly historicized. The visitor then will gain a better understanding of antebellum life through this method than by simply watching bread baking.

Another compelling criticism is that first-person personas can only imitate historical people, not replace them. Even individuals as well-researched as Abraham Lincoln or Sojourner Truth may end up being portrayed in a manner inconsistent with their true nature.[28] It would be naive to believe that historical individuals can be presented with complete accuracy, but this is not endemic to first-person; all historic interpretation, whether in museums or textbooks, is subjective and has the potential to deviate from the *true* past. We can never truly capture the past in the present, but through research we can more closely approximate the past in our interpretations. A book written about Fredrick Douglass is as likely to be as subjective in its interpretation as an individual in costume portraying him at a living history site.

One of the most illustrative examples of the limitations of first-person interpretation is in the presentation of minority groups at historic sites, such as African-Americans and Native Americans. Though their presence was undeniable, these groups have historically been seen as the "other" and were often left out of official histories. Critics have claimed that first-person interpretation cannot accurately and sensitively describe the relationships of Europeans and these groups of people, and because of these limitations some sites adopt a more objective interpretive mode, such as third-person. By using a less confrontational approach, such as third-person, an interpreter can discuss the overarching themes and messages of topics like slavery or the Indian Removal Act and facilitate understanding of the subject without reenacting those horrors in front of the visitor. History is more accessible when presented this way, and it is possible that more people would be willing to respond to it.

But can a third-person interpretation of slavery tell the whole story? Colonial Williamsburg opted for the use of first-person in its well-publicized presentation of a slave sale in 1994. Black interpreters played the scripted roles of slaves being auctioned off as part of a white man's estate sale, and these individuals represented a cross-section of slavery in colonial Virginia, from slaves who bought their spouse's freedom, to families that were torn apart and sent to different parts of the country. The horrors of American slavery and the suffering of black slaves were given a human face through the dramatic and moving presentation, and the realities of human bondage were grasped by many who had not previously considered it.

However, the presentation of slavery at Williamsburg caused great concern for public historians who feared the public would respond to the event as if it were entertainment rather than an educational experience. For this reason great care must be taken in preparing visitors for what they will witness at presentations of this nature, and placing the presentation in the appropriate context. Historian James Oliver Horton aptly describes this concern when he reminds readers that

> Slavery is a sobering subject, too difficult to interpret in the atmosphere of a shopping mall or any place not primarily devoted to education. Central in these experiences [of the interpretation of slavery] is the realization that the contemporary racial atmosphere complicates any history involving race… The public world can be an emotionally

threatening place for such interpretation.[29]

Telling the story of the oppressed through first-person is always a visceral and emotionally charged process, and has great potential for instruction when used thoughtfully; however, when it is not presented well it can create a dangerous misrepresentation of the past and misunderstanding in the public mind.

Third- and first-person interpretation are both useful methods for living history interpretation but are not the only forms. Some historic sites have experimented with what is called second-person interpretation. When participating in second-person interpretation visitors *become* the interpreters and discover new understandings of history through their own experience. Magelssen argues that first-person interpretation "disempowers" visitors by granting the interpreter the status of expert and allowing their views to stand as the approved interpretation; "the individual's claim to a personal history at these sites is likely to be erased or absorbed into state history."[30] In order for visitors to gain a sense of ownership of history and an appreciation for its relevancy, Magelssen believes, they must themselves be placed in that historic context.

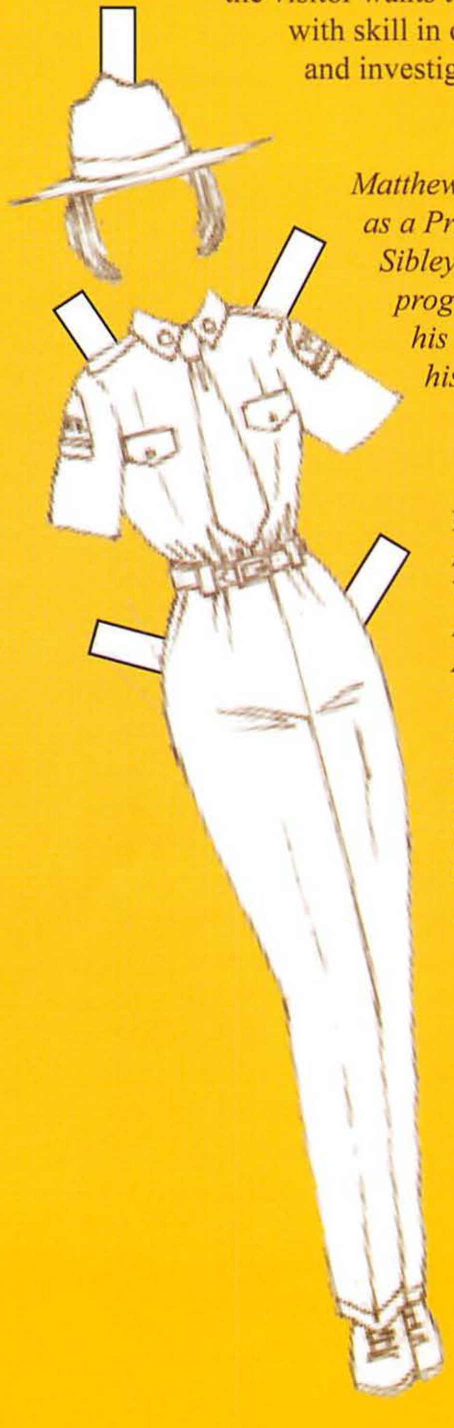
Second-person interpretation can also be understood as a research tool for visitors by enabling them "to pretend to be part of the past" and gives them "possibilities of co-creating the trajectory of the historiographic narrative with the staff, rather than merely passively consuming it."[31] Allowing visitors to participate in period activities, such as building a rail fence or marching in a period military drill provides a tangible experience which can translate into learning. For example, Lincoln Log Cabin State Historic Site conducts a program every spring and fall for local fifth-graders who are studying local history. The students are dressed in period clothes and sent out to the site to perform chores and tasks common to children during the mid-nineteenth century. With the assistance of site interpreters, the students become part of the interpretation themselves and learn while doing.

Though second-person allows visitors to experience aspects of life in the past, it also has certain limitations. Allowing this alternate form of history can be in conflict with the site's interpretation itself; the boundaries imposed by the site restrict the activities in which visitors can participate, possibly limiting the educational benefits of such interpretation.[32] Historians have an intellectual obligation to interpret the past based on factual information, and by allowing visitors a say in how historic events are interpreted has the potential to create inaccurate understandings of the past. For example, visitors would not be able to participate in a Civil War military drill on a reconstructed 1900s farm because it would be inappropriate for the setting and compromise the site's sense of authenticity and historical integrity.

By its very nature second-person is anachronistic. Also, if a visitor was asked to step into the shoes of a well-documented and researched individual during a second-person exercise, such as Patrick Henry, would it be possible for the visitor to portray him as accurately as possible and make the same decisions he did? Most likely not, since many visitors are often not as well-versed in history as the staff interpreters, so it is necessary for some intermediary to be present to help visitors understand the complexities of the individual and situation. This would be an example of combining second- and third-person to create a more well-rounded interpretation.

Combining interpretive modes is an effective solution to some of the problems inherent with each form of interpretation. For example, some open-air museums in Europe and the United States have adopted a method called "red T-shirting" which employs non-costumed interpreters wearing a distinctive uniform (such as a red t-shirt) who can explain in greater detail the intricacies of a first-person encounter through the use of third-person.[33] Strategically stationing these individuals around sites like Colonial Williamsburg can potentially enhance the visitor's experience. These interpreters can field questions which are inappropriate to ask of first-person interpreters, making visitors more comfortable in the historic environment and helping them make comparisons which would otherwise be impossible within a first-person setting. Creative combinations of first-, second-, and third-person interpretation is one way in which a museum can build a more effective interpretive program.

Living history interpretation takes different forms, but all methods of interpreting the past are paths which aim for the same destination: helping visitors take surviving pieces of the past and bring them together to create an understanding of people and events– a re-membering of the past. These interpretive modes utilize different approaches and educate through different techniques: third-person allows museum-goers, with the assistance of a trained interpreter, to compare various aspects of the past to the present; first-person allows visitors to carry on a dialogue with the past and witness a specific moment in history recreated as we understand it; and second-person places visitors in a setting where he or she can experience a small part of history for themselves and take ownership of the past. Each is a valid form of interpretation and, like any form of museum interpretation, carries with it great rewards as well as limitations. Goodacre and Baldwin succinctly sum up the purpose of living history interpretation when they write that it "personalises [sic] history, and can involve the visitor in interactive communication so that questions and perspectives that the visitor wants to address can be explored."[34] Living history must be used with skill in order to fulfill this ultimate goal of stimulating learning and investigation of the past.



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Practical Perspective

Supervisory Style

by Kent Jones

As museum employees, we are blessed with the ability to work in the area of our passion. We are working in the field of our interests and our education. But we also find ourselves in supervisory positions as well. But that's easy, isn't it? We merely supervise as we would want to be supervised.

Well, perhaps there's more to it than that. After all, universities offer degrees in management. The importance of a competent supervisory style is intensified by the fact that your staff faces the public constantly. Faulty supervision causes a faulty image of your site. There are no answers here; answers result from refining a supervisory style. What follows is a series of concepts for consideration.

Mug image courtsey of stock xchng

1. Museums are notorious for low pay, but it costs nothing to provide an enjoyable place to work. It is your job as a supervisor to create an environment such that your employees look forward to returning to work. Make this a goal and watch the consequent effects on employee retention.

2. Give honest, sincere appreciation. It's easy to take for granted the achievements of your staff. They're just doing what they're paid to do, right? Perhaps, but recognition can boost spirits dramatically, with subsequent results on performance. But, if the appreciation fails to be honest and sincere, it will show.

3. Don't show favorites among your staff. It's easy to fall into this without realizing it. "Me? Show favorites?" But we all have people we'd rather be around and it reflects in our faces. If you are a supervisor who is labeled with showing favoritism, your ability to maintain the respect of your employees is diminished. Be close but from a distance.

4. If you have an employee who needs to be redirected due to negative performance, have your discussion early in the workweek. That gives you the rest of the week to guide his emotions. If you discuss the matter at the end of the workweek, he will have the weekend to elevate his frustrations against his job and against you. You may be left with a bigger problem than you started with.

5. If you want to redirect an employee in a positive way, give him a sandwich: begin the meeting stating something positive about him, move into what you want to say and close with more positive comments. You will have made your point with a minimum of hard feelings. And, always have such discussions in private!

6. When possible, give your staff a break. On a rotating basis, send them to a regional venue such as another museum. This will not only combat boredom and burnout, but will also demonstrate that you are sensitive to their feelings.

7. Share your acquaintances. If you are conducting a tour of noted people through your site, introduce them to your staff. By failing to do this, you are conveying the image that your staff is the hired help and that you are in an exclusive club.

8. Maintain your confidences. It is dangerous to fall into the trap of discussing personnel issues with other supervisors. Through they may be on an equal level organizationally and share similar problems, people do talk, and if you share these concerns, you are compromising the integrity of your supervisory skills.

9. Be approachable. No one wants to talk to a supervisor who belittles them for their ideas, and you don't want to restrict initiatives. More important, if there is a problem, you want to know of it as soon as possible. That may not happen if your staff fears your reprimand.

You are well-versed in museum issues and likely read a great deal about such matters. But you will be well-served to read about management skills as well. Who knows, you may end up teaching supervisory skills at the university?

The Midwest Open-Air Museums Coordinating Council (MOMCC) established the

Candace Tangorra Matelic Award

in honor of MOMCC's first President, Candice Tangorra Matelic.
It recognizes the best article puclished in the
MOMCC Magazine each year.

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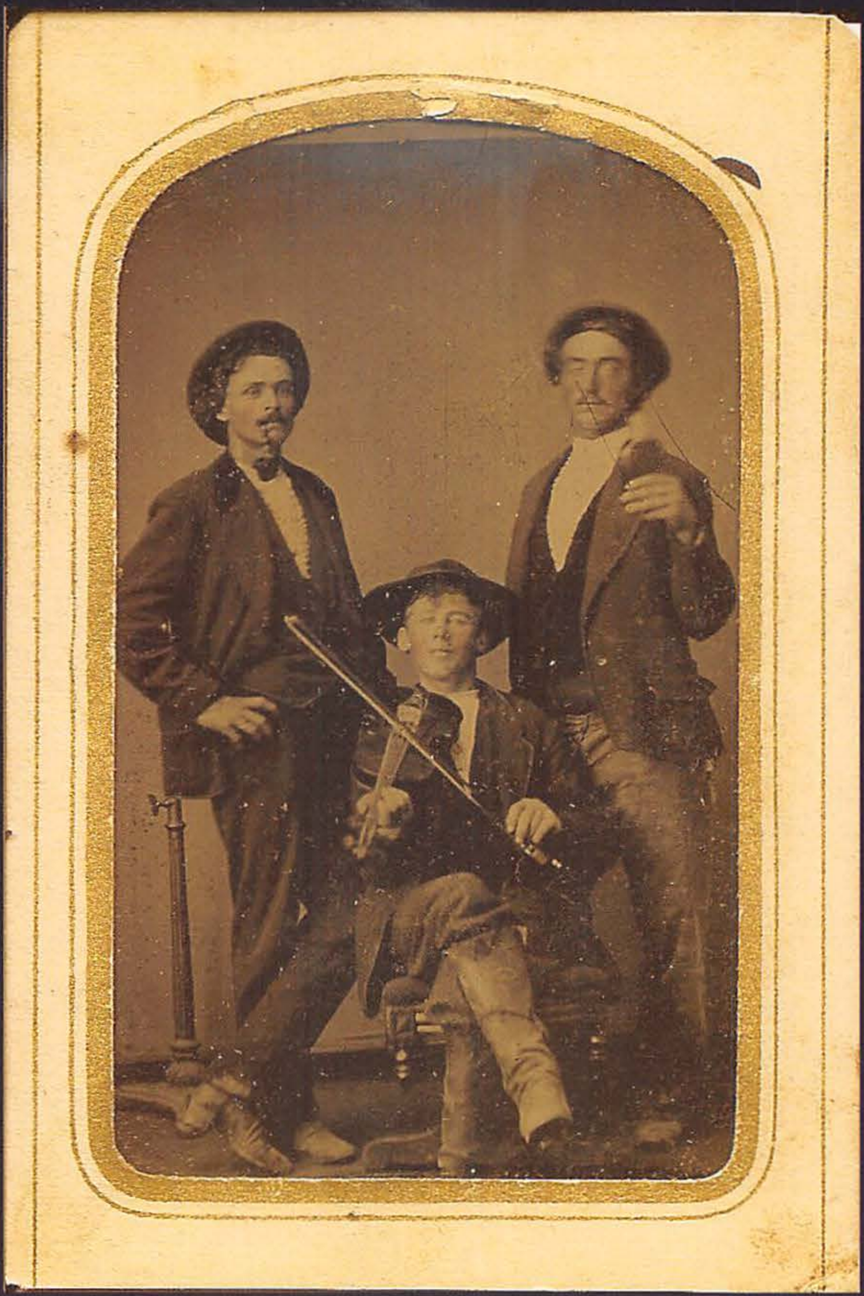
to promote excellence and provide a forum
for the interchange of materials, information, ideas,
and consideration of professional issues
within the open-air, interactive, and historical
museum professions.

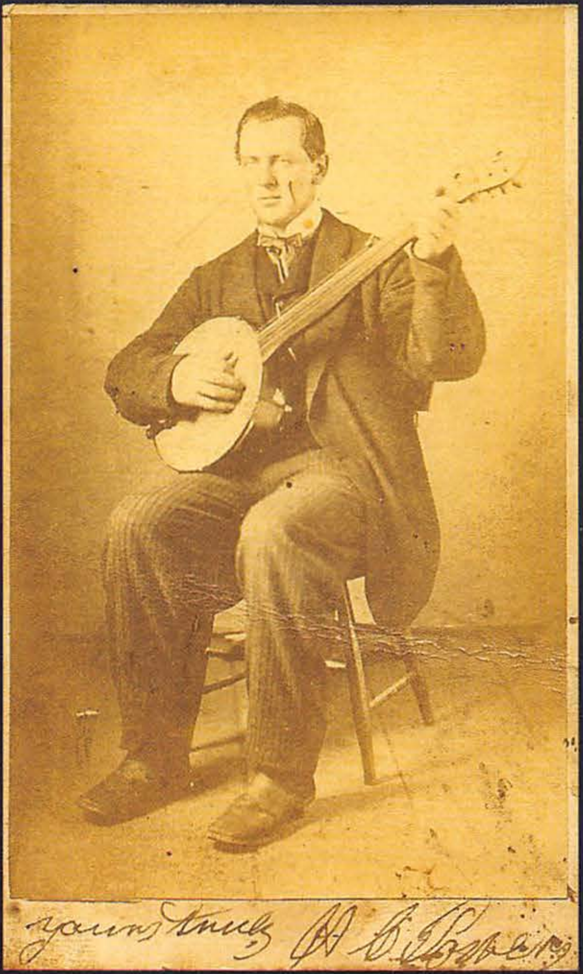
Previous winners include Barbara Ceiga, Laura E. Daugherty,
Merrilee Garner, Debra A. Reid, and Anneliese Detweiler.

A MOMENT IN TIME

Edited by
Dan Schoeneberg

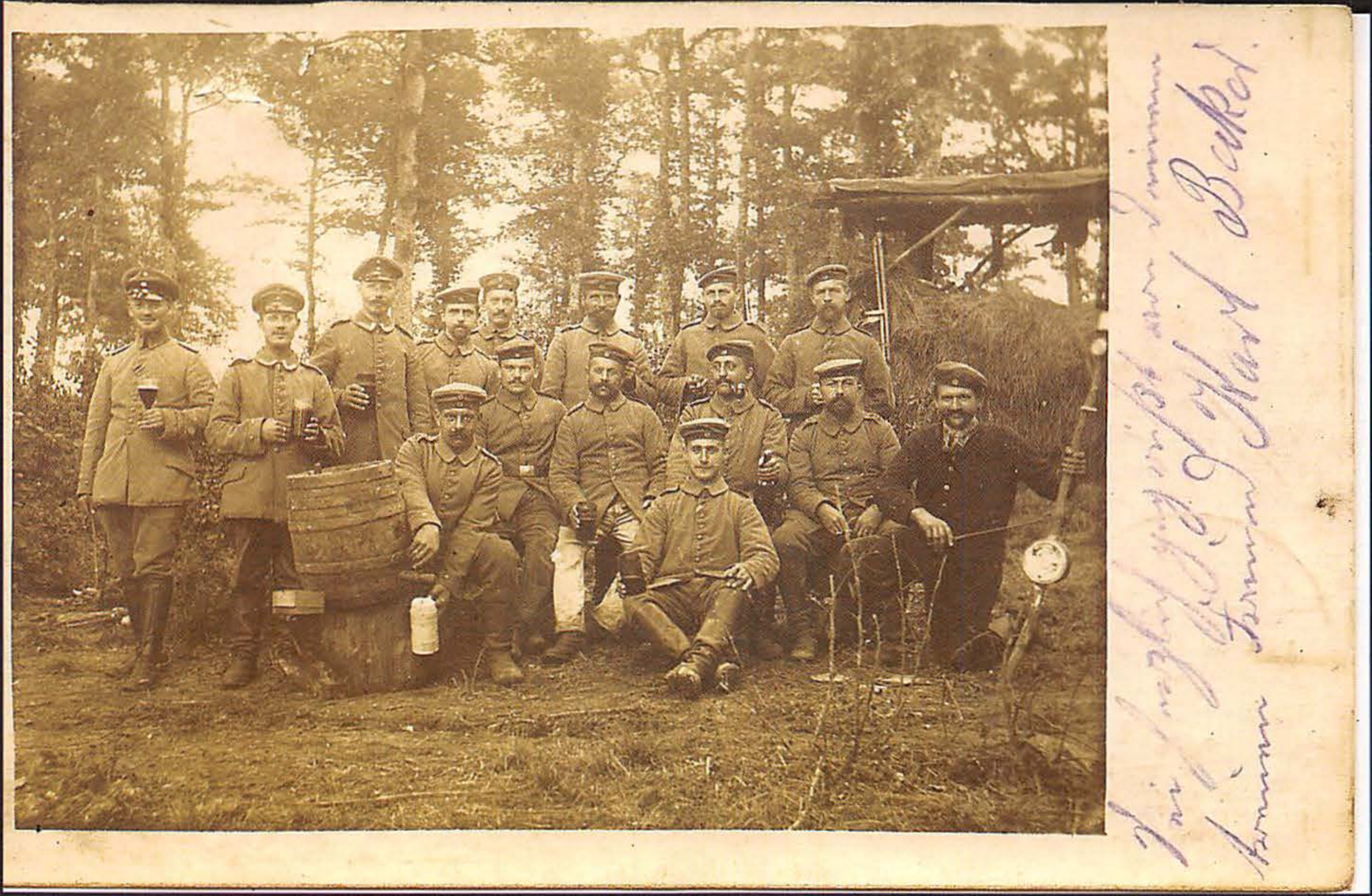


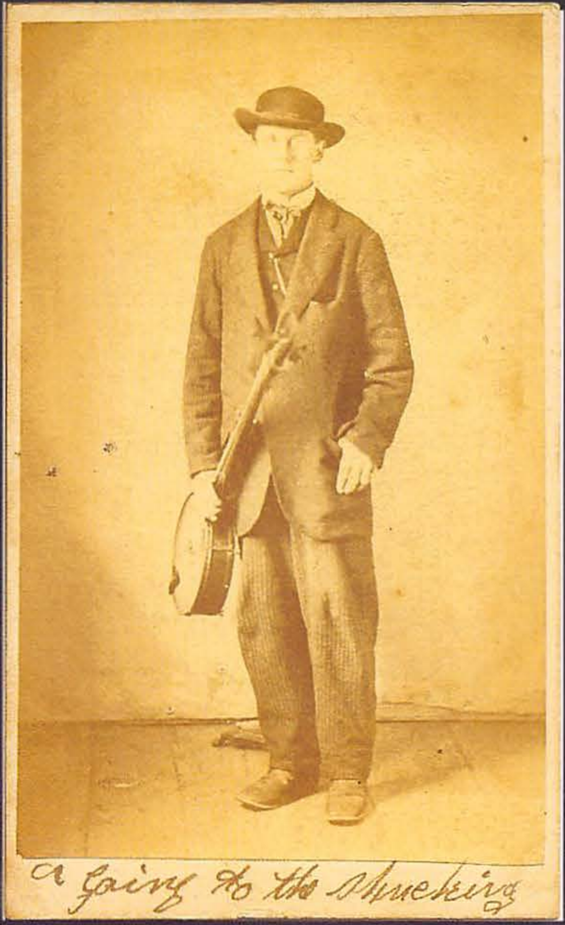
This unidentified circa 1860s tintype shows three young men ready for a good time. The mustached man on the left is supported by a photographers head rest, and sports a velvet-collared sack coat and dark trousers, with his left leg casually tossed over his right. His right arm sits on his hip just below his vest. His hat is cocked far off the back of his head, and a pipe is clenched in his mouth. His compatriot to the right shows he's ready to toast a party and have a drink out of his flask. His sack coat is unbuttoned revealing a dark vest and white shirt. The coat also slightly covers lighter trousers. His hat also sits confidently on the far back of his head, and he sports a thin mustache. Finally, the seated member of this trio sits confidently with his legs crossed, revealing knee-high leather boots. His wide brimmed hat is firmly on his head, while sack coat and white shirt are partially obstructed by the fiddle he is bowing proudly. Photograph courtesy of Dan Schoeneberg



(Right) This 1860s era carte de visite shows a banjo picker dressed and ready for playing. As is apparent in the caption he's "a-going to the shucking." He presumably entertained the corn shuckers, rather than shucked any corn himself. He sports a domed hat, striped pants, long sack coat, dark vest, white shirt and tie, and dark leather boots. A watch chain can barely be seen in his vest. His five string banjo appears to have a curled headstock, and may be a commercially made instrument often seen in minstrel shows of the era. Photograph courtesy of Rob Martin.

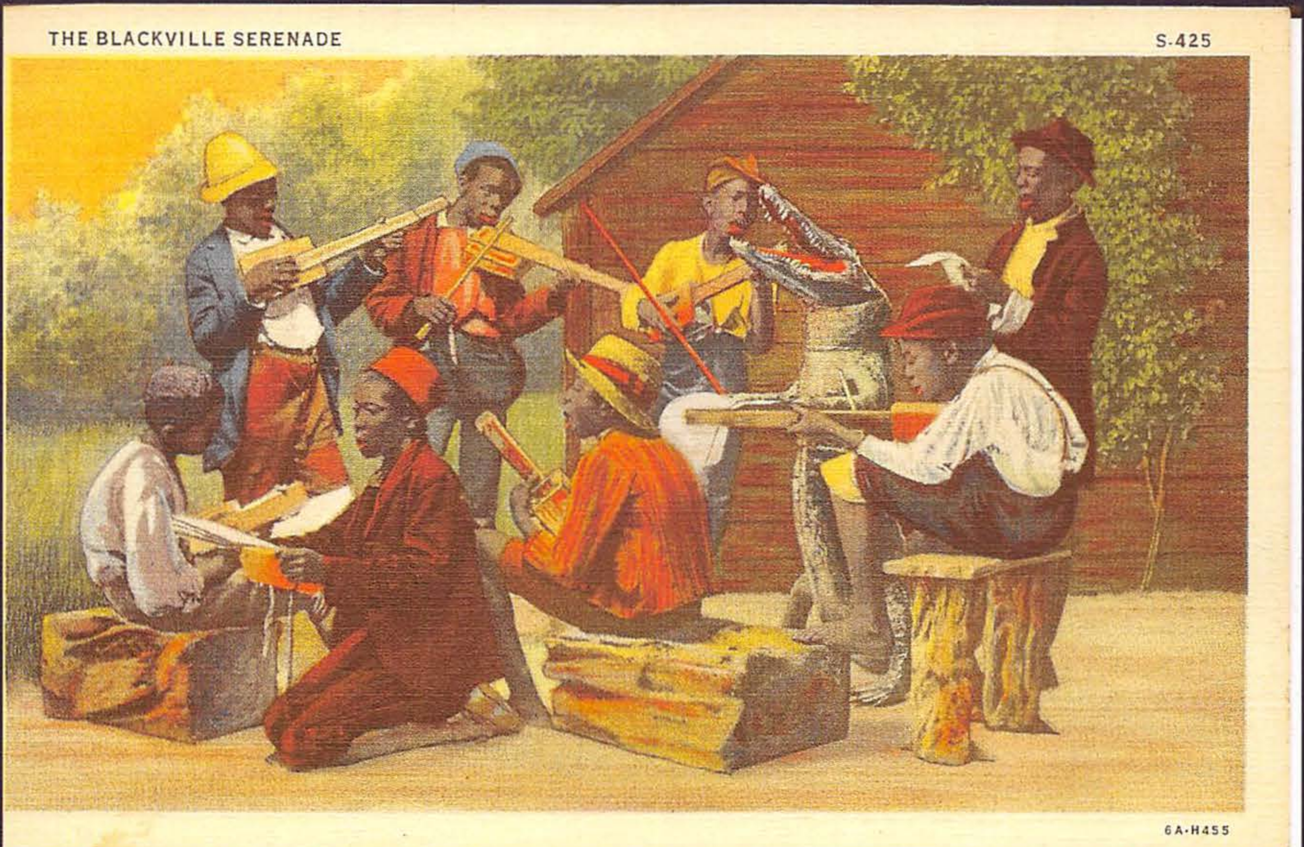
(Below) This World War One era photo-postcard dated 1916 shows a group of German soldiers resting in a wooded area. They pose in uniform and toast the camera with glasses of beer. The soldier seated on the left is filling a stein from a wooden barrel. In the far right corner, a single smiling soldier can be seen bowing a fiddle, made out of what appears to be a ration can strung through a stick. Photograph courtesy of Dan Schoeneberg.

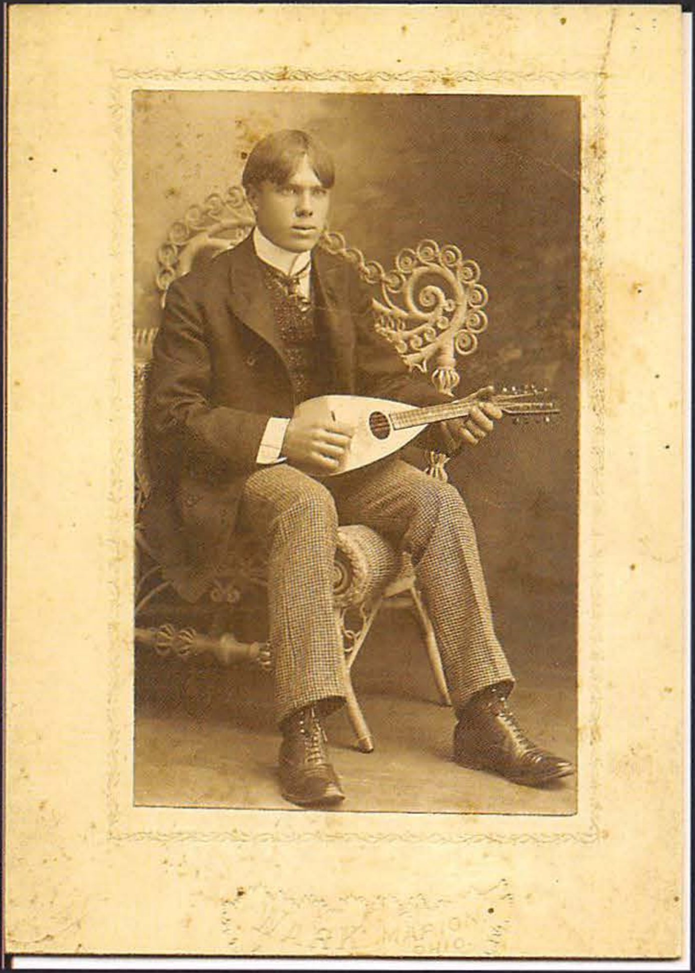



a Going to the Shucking

(Left) This carte de visite from around the 1860s displays the handwritten note "Yours truly A.C. Powers" This image shows a similarly dressed man as the previous image, and very well may be the same individual who simply removed his hat. This image shows an identically dressed man with striped pants, long sack coat, dark vest, white shirt and tie. His hair is neatly combed back, and he also wears dark boots. He poses on a plank bottomed chair holding a five string-banjo. The banjo has an extremely exaggerated curved headstock, and large pot, which can be seen in other minstrel-type instruments of the era. Photograph courtesy of Rob Martin.

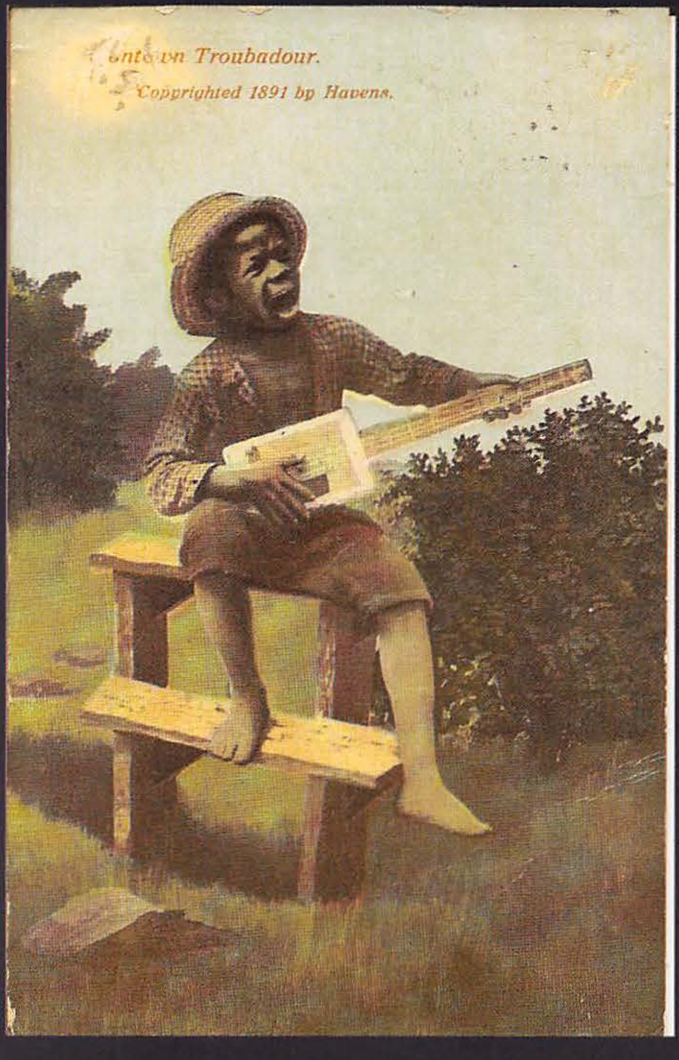
(Below) This colorized photo-postcard from around 1900 shows a stereotyped view of young black men and boys posed with a variety of homemade instruments, predominantly guitars and fiddles made from cigar boxes. Superimposed in the middle of them is an alligator that appears to be serving as band leader. The scene, and the instruments, along with the title "Blackville Serenade" demonstrates the racial attitudes that were seen during the turn of the twentieth century. Photograph courtesy of Dan Schoeneberg

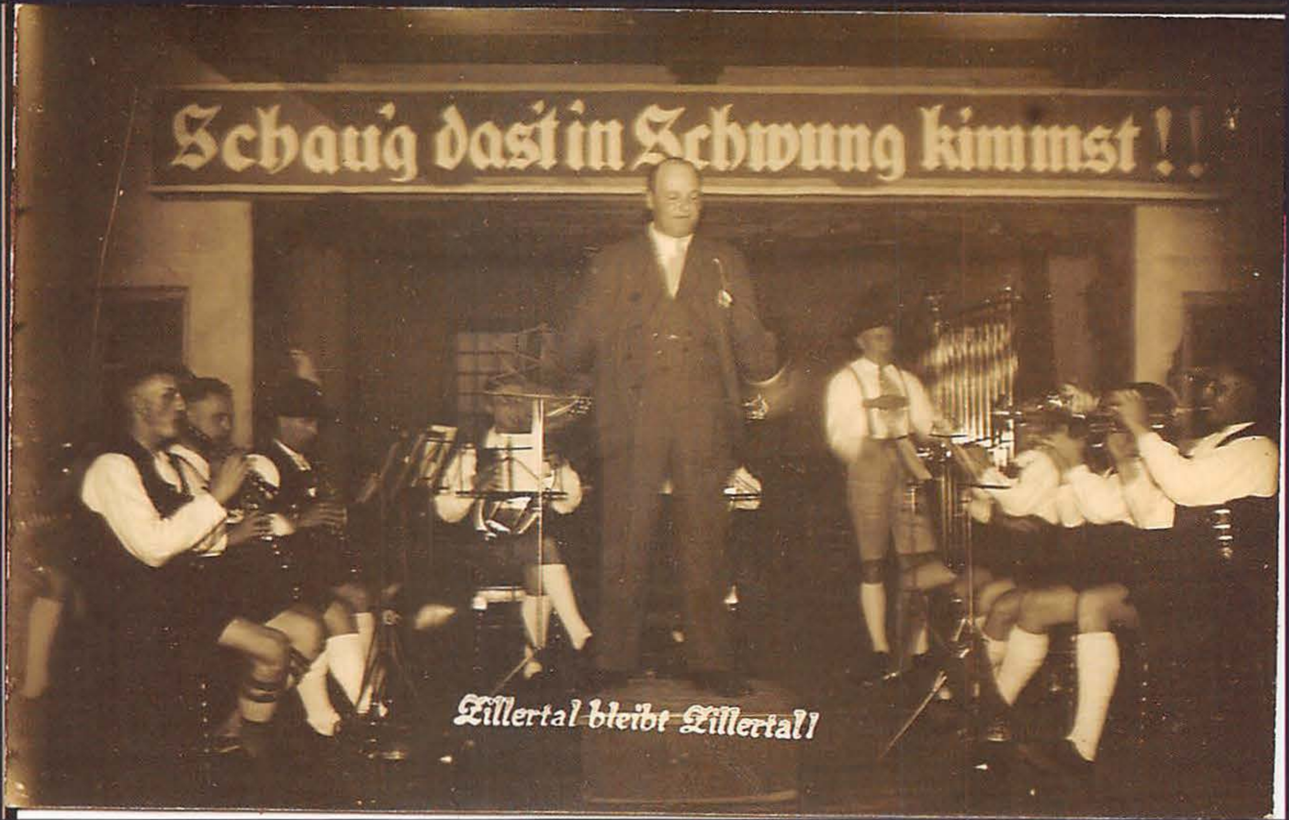




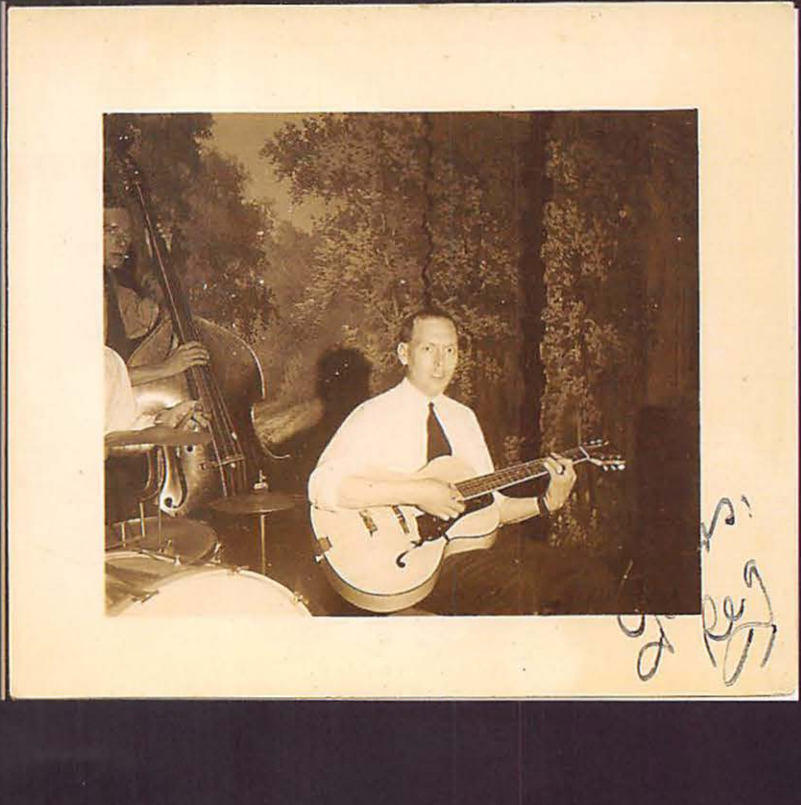
(Left) This circa 1900 dry plate photograph shows a dapper young man wearing striped pants, long dark coat, patterned vest, and high collared shirt with a necktie. His hair is parted down the middle. He is seated on an ornate wicker chair, with his bow back mandolin perched on his lap, ready to play. The photo bears the mark "Wark, Marion, Ohio" at the bottom of the card. Photograph courtesy of Dan Schoeneberg.

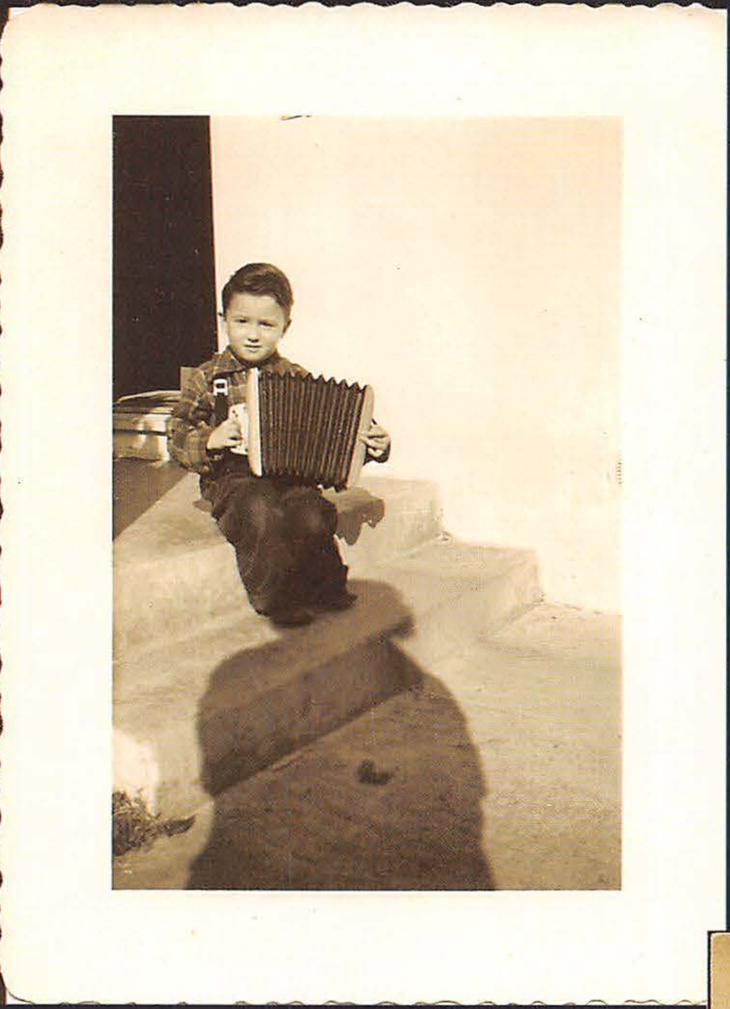
(Right) This 1891colorized photo-postcard again demonstrates stereotypes and attitudes among middle class America through showing a young black child playing a guitar made from a cigar box. He strums and sings while seated on a wooden plank board bench. The title "Coontown Troubadour" further highlights the attitudes often seen in popular culture and music during this period. Photograph courtesy of Dan Schoeneberg




Schaug dast in Schwung kimmst!!
Zillertal bleibt Zillertal!

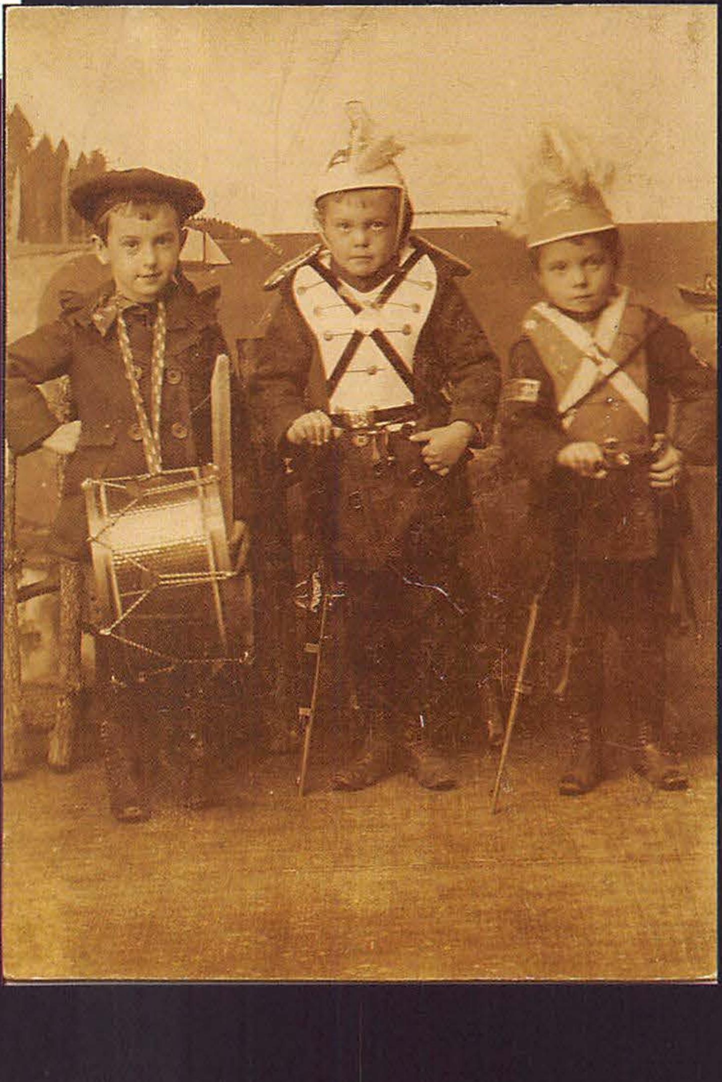
(Above) This photo-postcard was taken at the Zillertal nightclub in Hamburg Germany. It shows the Bavarian house band dressed in lederhosen and feathered caps. On the back is handwritten "Wm. Sinsheimer, 12 August, 1930 Hamburg Germany." The balding Mr. Wm Sinsheimer is actually a patron of the club, and is dressed neatly in a three piece suit. He waves his hands in an attempt to lead the band in a tune. The Zillertal management invited patrons such as Mr. Sinsheimer to pose with the house band while a photographer took a souvenir picture of them waving their arms as the band conductor. This nightclub remained in business through the 1930s and then reopened in the 1950s. It has since been restored to it's pre World War II appearance, and is still in business today. "Schaug dast in Schwung kimmst!!" is German dialect roughly translated as "Make sure that it Swings." While "Zillartal bleibt Zillertal" roughly translates as "Zillartal remains Zillertal." Photograph courtesy of Dan Schoeneberg.





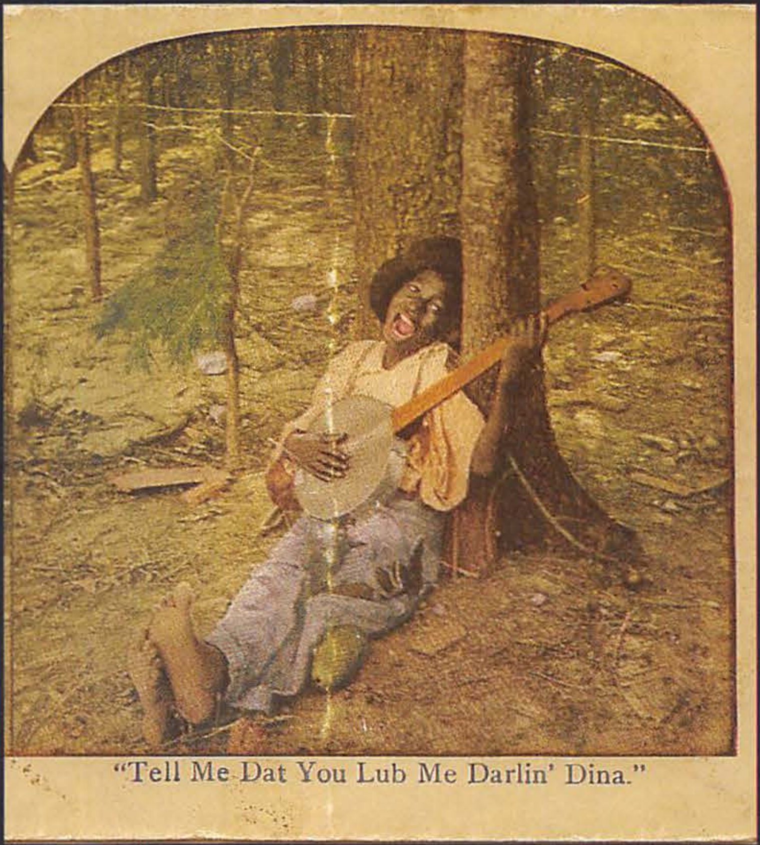
(Left) This little boy appears ready to play a tune on his toy accordion in this 1950s photograph. He wears dark pants and a checked oxford shirt, and his hair is neatly parted on the side. He is seated on the back concrete stoop of his home, while the shadow of the photographer, likely his mother, can be seen directly in front of him. On the back in ink, is written the location where the image was taken: 408 Bristol Blvd. San Leandro, California. Photograph courtesy of Dan Schoeneberg

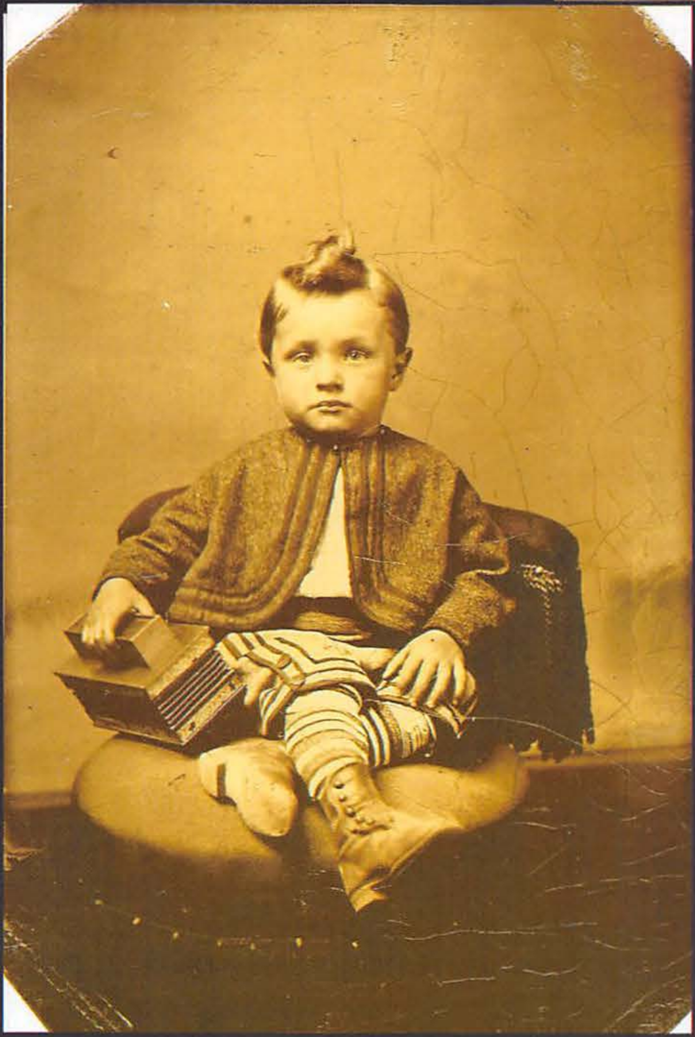
(Below) This undated photograph appears to be a cabinet card. It shows three young boys dressed in costume and ready for military adventure. The two youngsters on the right are dressed for campaign in full dress uniform, regalia, and weaponry, while the fellow on the left is ready to keep time marching with his bass drum. Photograph courtesy of Dan Schoeneberg



(Left) The hipster in this circa 1950s black and white photograph is playing a large bodied arch top guitar with a combo including at least a drum kit and an upright bass. He wears a clean white shirt, dark tie, and is seated in front of a painted backdrop of trees. In the corner a handwritten note "Yours, Reg" while on the back is written "This is the $95 guitar." Photograph courtesy of Dan Schoeneberg.

This colorized stereo card is entitled "Tell Me Dat You Lub Me Darlin' Dina." It shows a young black man leaning up against a tree playing a banjo. He wears tattered clothes while a watermelon can be seen resting under his left knee. These references show the obvious stereotypes and racial imagery perpetuated in popular culture and music during the turn of the last century. While popular during this period, it reflects the attitudes and perceptions of society that predominated, rather than any real cultural identifiers of African-Americans during this time. Photograph courtesy of Dan Schoeneberg.

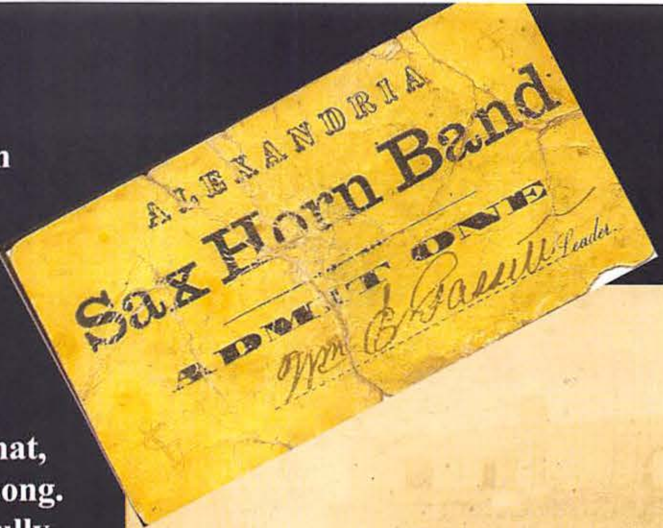

"Tell Me Dat You Lub Me Darlin' Dina."



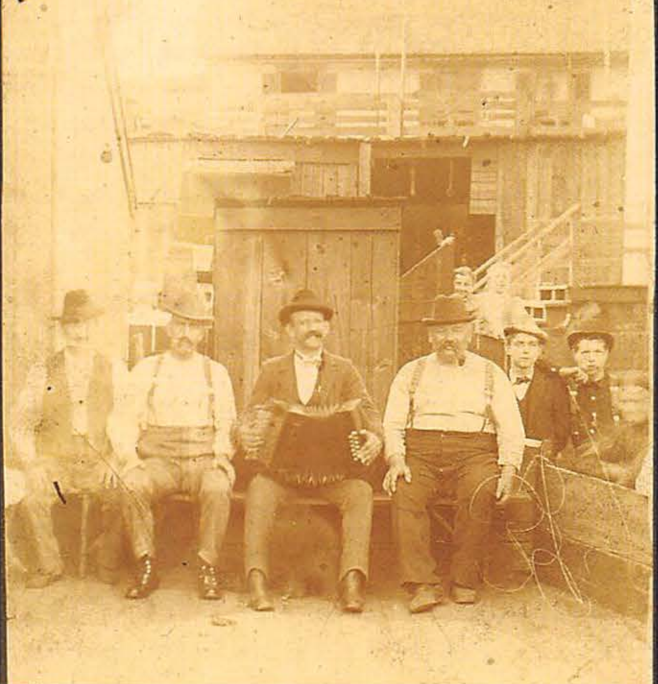
(Left) This unidentified copy image of a tintype shows a young boy dressed in a woolen zouave jacket with dark piping. His woolen knickers are also similarly piped. His striped socks complete the outfit, along with his side button shoes. His hair is parted on either side, with his center locks sticking almost straight up. In his hand he holds a flutina, an early version of an accordion. This could be his favored instrument, but is most likely a studio prop to keep his hands anchored and force him to sit still on the fringed ottoman. Photograph courtesy of Marjorie Jackson.

(Opposite page, right) This circa 1860s ticket for a Sax Horn Band concert admitted one person to Alexandria to hear William C. Passett's Sax Horn Band. Courtesy of Dan Schoeneberg.

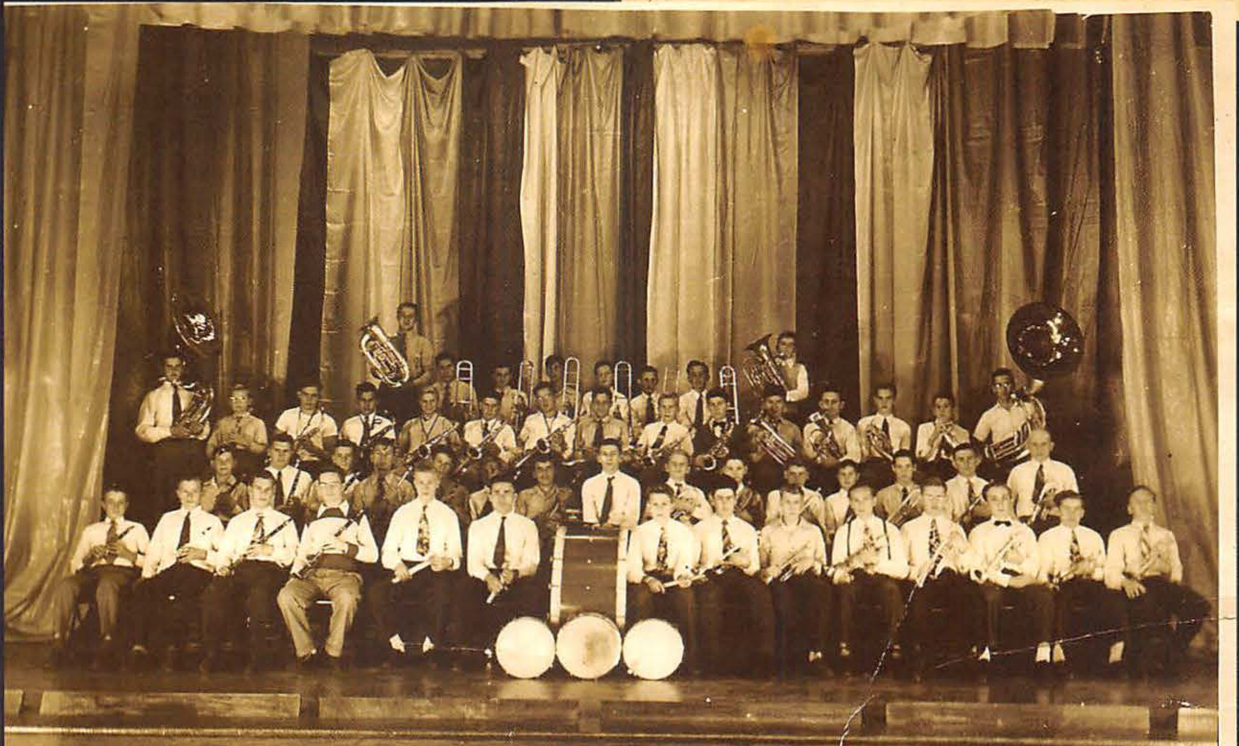
(Right) This dry plate gelatin photograph from around 1900 shows a group of men and boys posing proudly in an unidentified backyard behind what appears to be the outhouse. The grown men are mostly in their shirt-sleeves, although the fellow on the left has his vest unbuttoned. The accordion player in the middle appears fully decked out in a suit and hat, and appears ready to regale the group with a song. The two younger men off to the right appear fully dressed in suits, ties and hats, while the two women standing in the background appear to be wearing white shirtwaists, and at least one long dark skirt. A third woman is barely visible seated off to the far right. Photograph courtesy of Dan Schoeneberg



ALEXANDRIA
Sax Horn Band
ADMIT ONE
Wm E Bassett Leader.



(Below right) This high school boys' band photograph from the 1950s shows the wide range of instruments found in such an ensemble. Clarinets, tubas, saxophones, drums, trumpets, trombones, baritones and other instruments can all be seen. Almost all of the band members are dressed in long sleeved oxford shirts and neat ties, while a few others are wearing sweaters, bow ties, short-sleeved oxford shirts, and one saxophone player playing the tough kid part, wearing a white t-shirt. The photo appears to be taken in the school auditorium. Photograph courtesy of Dan Schoeneberg.



In Their Own Words...

The 1832 Diary of Daniel R. Dunihue

This diary was maintained by Daniel R. Dunihue during the period he was engaged to help conduct the removal a group of Seneca and Shawnee from near New Lebanon, Ohio to Missouri in 1832. The removals resulted from treaties negotiated at Lewistown and Wapaghkonnetta by Dunihue's cousin James B. Gardiner, a specially appointed Commisioner and Indian agent John McElvain. Dunihue, who was 21 at the time, eventually became a businessman in Bedford, Indiana.

This account of his daily life during the removal was his personal diary and was provided to Conner Prairie by Rebecca Lyon of Indianapolis. Dunihue also maintained, as required by government regulations, a "Journal of Occurences" as the official account of the removal. That journal is currently being transcribed. Letters written by Dunihue during this same time were published in the Indiana Magazine of History (vol. 35, 1939). Taken together they form a valuable account of the day to day travails of Indian removal.

The transcription was undertaken by Rebecca Lyon and Rebecca Zorich, formerly of Conner Prairie Museum. Every effort was made to retain spelling, grammar and punctuation of the original.

The diary can also be viewed in the "History Online" section at www.connerprairie.org

August 1, 1832
This day formed the determination of keeping a daily account of occurences -- a book in some degree similar to a diary.
The intermediate time since the conclusion of a former one and this, has been spent in traveling, writing letters, copies etc. & In reading-chatting with coz. Etc. After breakfast, copied three requesitions on lieut. J.F.L- dis. Aug.1St- 300.00 Irons for bl. At wapagh 2nd- 150.00 Dr. Lewiston & _____ smiths 3rd- 14000 rations ---9800 at wapagh & 4200 at lewis
12 O'clock: finished copying three letters to the merchants in sandusky city, on the subject of blankets, rifles & sheeting. Read until 2 o'clock in johnsons ? Copied about a dozen "requisitions" on liuet. J.F. Lane, dis. Agt, for j.B.G. At 5 o'clock made an addition of 4 or 5000$ for h. Mcpherson, of the sums making the total of the improvement money of the shawnee & seneca indians. Half past 5 rode out 2 miles to the residence of gen. Workman where i had the pleasure of chatting with his pretty young and agreeable daughter for perhaps an hour. She accompanied me through the garden to the fence when i started home; while in the garden we employed our time in talking about and comparing its various orniments and "valuables" etc. Etc.
After supper, wrote a letter to coz. Harriet e. Gardner, by liuet. Lane, who starts in the morning for cincinnati (to remain there but a week)

August 2, 1832 thursday morning
Read mrs. Herman's "song of the gifted" a pretty little ballad on love. Done some copying and writing until ten. Read henry's narrative until two. Copied letter to lieut. Lane at cincinnati & made an addition for h.H. Mcpherson of the amount of indian improvements & cot. Lewis. At 4 o'clock rode out into the country -- intended to go to solomon's town, but there being but one house there, i was so unfortunate as to ride through it and two miles further before i knew my mistake. Solomon town is five miles from col. Mcpherson's from whence i started. The country on the big miami to where i went is rich, healthful, and of course valuable, it is however very mild. I returned in the evening after supper, 9 o'clock read henry's narrative.

August 3, 1832 friday morning
After breakfast engaged in copying two communications to the commanding general of sub. Which engaged me until dinner -- after which i wrote this. 1 O'clock commenced reading henry's nar. In which i had previously been engaged - and read 40 pages by sunset which brought me to the conclusion. I was well pleased with that work. It developes the indian character in as true a light as probably any other narrative. At supper recieved a letter from brother alexander from lebebon stating his determination to go home soon & one from w.C. Mitchell of bedford, ind. Containg various news, love, matrimony ____ & elopement. Etc...... Read from 7 until 10 o'clock the latest news from washington. Hubbub in senate created by stanberry & co.

August 4, 1832 saturday morning

After breakfast sat down to write at which i continued until nearly dinner time, after dinner walked into the woods, gathered some may apples. 1 O'clock commenced writing again -- quit at 2. Half past two walked two or three miles, being from place to place within one mile, for the purpose of hunting some black-berries -- found a dozen. At 4 o'clock returned & read politics until supper time after which i went about half a mile where some indians that were intoxicated, had fought a few minutes before.....Some of them were much hurt. Gave one of them one twist of tobacco......Half past seven commenced reading newspaper news & politics...At nine read an hour in "carver's adventures among the indians". Ten o'clock went to bed.

August 5, 1832 sunday morning

After breakfast ---shaving, read politics until dinner. 1 O'clock commenced copying a communication to gen. Geo. Gela (?) Com. Gen. Sub. (?) Was. City on the busines of the imigration of the indians. Three o'clock finished the above & went as a beaux and guardian companion to two young ladies upon a visit of two miles to see a young lady & get blackberries. After chatting an hour or two with ladies & guest started home in company with two young ladies & several smaller girls. Returned to within half a mile of home then left the party to gallant the young the young lady whom we in the first place went to visit back home. She having accompanied us a mile and a half on our way home after paying her a visit. Having arrived at her fathers house i bid him good evening and returned. When my journey was concluded i found it to be nearly nine o'clock. And now after setting down the little jaunt i will say one word respecting the persons with whom i have had the pleasure, this day of coming in contact with.

The principal one who was my companion on the visit (the other one of ten yrs.) Has probably seen the bloom of eighteen summers and a perfect model of simplicity and natural innocence; if beneath the unconcious thread, a harmless insect was crushed, a responding feeling of pain was perceptible in her bosom, in the sympathetic expression of her eye and countenance. Having been raised & educated in this wild and distant country she aquired a hardihood of constitution which those in more polished parts of the world may envy & covet in vain. A fearlessness of character and contentedness of disposition was displayed in the firm and upright yet modest deportment of the maiden which is not to be imitated or even conceived in its proper sense by those who are in aquaintence with the rural life. The young lady this country lass & myself were paying a visit was the daughter of a respectable farmer formerly a senator in the legislature of his state. And who, preferring the quiet of rural life to the bustle & trouble of a public one has removed from the villages where he had resided for a number of years, into the country at the short distance of five or six miles form his town but in a very wild or new settlement where he could enjoy undisturbed the fruits of his labor. I say it was the daughter of this person to whom we paid the visit. She was young -- quite young, not more than sixteen probably not so old. She was the possessor of some beauty and an enormous quantity of mildness, an article which will insure respect to a person of good sense and womanly decorum, both of which she had in abundance. Considering the immaturity of her principles and the unsubstantialness of her resolutions, which were however, never violated when such violation would render her censorable with any disgrace or shadow by the party thus on the "vantage ground"; her eye beamed with the utmost benignity of virtuous purpose & firm reliance on the merited protection of innocence from the hidden snares of vice, and the attrocity of open insult. Her countenance bore the mark of content and not only a willingness to please but a desire to conduce to the happiness of all around her. Her complexion was fair and her hair of a beautiful auburn, her eyes the most interesting blue, her stature rather below the average size -- but a beautiful figure & withal a handsome young lady. I should have said that she was somewhat bashful -- which is the result of youth & will pass away as it does -- but she is not with standing _____ & sociable. 11 O'clock i now go to bed.

August 6, 1832 monday

After breakfast i had such a violent attack of head ache that i was compelled to go to bed -- and to take medicine. At 12 better -- at 1 almost well -- commenced writing -- wrote a letter to gen. Cass, sety. War & one to elbert herring he who stands at the head of the indian bureau

Tho "granny" inclosing an _____(?) Made out this afternoon also of the fees & services & charges of col. J.B.G. For attending the investigation of a dispute or rather a claim by the wyandott indians not residing upon the "grand reserve" for an interest in the res. With the big springs indians (wyandott). After supper wrote two letters which occupied my time until 12 o'clock at which time i went to bed - after writing this last sentence.

August 7, 1832 tuesday morning

Read until 11 o'clock. Started to bellefontaine -- arrived there, awaited two hours for mail, recieved one letter from coz. Lucy m.G. From lebanon with which i was much pleased. Recieved another from old associate r.W. Thompson, from bedford ind. With which also i was highly gratified. It expresses the true feelings of friendship & drew my mind to times and scenes "on which i love to dwell." At 4 p.M. Returned to col. Mcpherson's and at 5 p.M. Commenced copying some "resolutions" drawn up and handed to me...

This day j.B. Gardiner left col. Mcph's for lebanon. 11 O'clock at night: having copied 7 or 8 pages of jackson resolutions, i have concluded to try to sleep myself into a kind of quitness for such a "monsterous sin."

August 8, 1832 wednesday
Made a muster roll & put three or four names on it... Attended to nothing but finishing the jackson resolutions & look at the indians etc. Until 12 o'clock. After dinner signed witnesses signatures for myself & col. J. Mcpherson (his by his order) to the reciept of cash by the shawnee indians(as their annuities from col. John m. Ehami, in sgt.) 4 O'clock commenced a brief vindication of some erroneous positions assumed by some of the jackson party in the resolutions (which i have just been handling) against lt. Clay etc. 7 O'clock laughed hartily at the collision and litigation of personal stinginess & physical rebuffs of some drunken indians and some white men who wished to drive them away from the premisis on which they had trespassed when intoxicated, etc. Etc...At least half past nine went to bed.

August 9, 1832 thursday
After writing an hour or two at my "vindication" etc... At 10 o'clock walked a mile or so into the woods to see a gang of turkeys which mcpherson had went out to shoot at & one of which he killed. After dinner wrote a very big letter to dr. E.C. Waberly occupying two or three hours and containing four pages of closely written paper. At five wrote a little while longer at my "vindication" . After supper went into the woods a mile and a half to see the indians, some of whom were intoxicated and as expected would quarrel & fight but were disappointed. Chatted a while with them...Returned home at a quarter before ten & went to bed.

August 10, 1832 friday
Wrote a letter to j.B. Gardiner at lebanon. Recorded 6 pages (?) For him by lane (martin) on various subjects. Proceed to belfontaine to the post office where i took from the office a communication from the secty. Of war pro tem. Stating that gen. Jackson was gone to tennessee, gen. Cass to detroit & gen. Gibson to nowhere else so that he would receive his instructions as soon as it was possible to communicate with president jackson. (I sent it by mail to lebanon) returned at dinner after which i took on my muster roll: the number & ages & names etc. Of twenty or thirty indians. 3 O'clock went two miles for blackberries... Found a few...Went to the house of general workman, staid an hour...On return met his pretty and agreeable daughter... Chatted a few minutes with her in the road...At sundown got home after supper, read nearly all mccarey's "address to the good sense of the nation against the spirit of resistance and disolution of the union"....At ten went to bed.

August 11, 1832 saturday
After breakfast started to take the names of the seneca & shawnee indians of lewiston for the purpose of finishing the nuster roll which i had commenced before. Rode all day & got the names of all which had not previously been taken (with an exception of probably half a dozen). My interpreter was martin lane. After supper wrote a letter to jos. Mccutchen informing him that copies (?) Etc. Could not be procured in time for him etc. Etc....Half past nine went to bed.

August 12, 1932 sunday morning
After breakfast spent the fore noon (before dinner) with the indians at col. Mcpherson's, in correcting & attuning my muster roll. After dinner read young's "right thoughts" until two...Then sung until three...Then idled until four then started with three young men on foot to a lake of probably 160 acres, three miles off....Arrived there, solicited the loan of a yawl for a short time, and was denied it... Wrote the following. Then the yawl was lent by one of the family of the person who refused it earlier. I said "sir will you please accept the thanks of a stranger for your politeness in lending your yawl".
We went in and bathed, remaining twenty minutes, whilein saw several persons male & female, who however kept at a respectful distance with the exception of three backwoods, homespun land hunters who watered their horses at the very spot at which, and at the time we got out.
Returned at dark tired enough. Wrote this after supper (half past eight). I am now going to read young's night thoughts until i get sleepy at which time you may hear one going to bed if you will take the trouble to listen. So may the lord help us and preserve us in this world and receive us and help us in the next...Is my prayer for christs sake amen.

August 13, monday morning
After breakfast commence finishing copies of muster roll, continued until dinner and after, then walked into the prarie and staid an hour...Was asked by a country loon why i had insulted him on yesterday by insinuating that he was an indecent fellow? I told him that i did not intend insulting him by such an intimation....It was true i had made it but only as a matter of romance...He was not satisfied and said that if i was raised in a town and come out here on the frontiers and put on my airs that i was no better than other people. I told the poor fellow that it was perfectly immaterial to me whether he took my open and undisguised exuse or not. But that if he persisted in being unreconciled to me on that score, i should be compelled to consider him a greater fool than i ever before thought he was. He was almost ready to pitch on me and raised a pitchfork which he held in his

hand to strike me if i should advance, or insult him again... Finding, however, that his antagonist was not easily frightened either with words or such harmless actions he soon quieted himself and drove on....

6 O'clock: recieved a short epistle from mr. Vanthorn (?) From lebanon by lt. J.F. Lane who this day returned from cincinnati, wishing me to go to springfield if his bid to furnish 14000 rations was successful, which was not the case. D.M. Workman got 4200 at lewiston and dr. ____(?) At piqua got 9800 at wapaghkonetta.

From six until eight read young's night thoughts & conversed with col. Mcpherson & co. On the various subjects of an evening of fireside, viz.: Politics, love, public duty, and about indian transportation, expenditure and mode of do & do etc. Etc.

This morning col. Mcelamie & co. Left here for upper sandusky to pay the seneca indians their annuities...He came in here yesterday. At nine i now commence with young again for half an hour when i shall go to bed.

Tuesday morning, august 14

Read young's night thoughts until nine. Ten: started to bellfontaine...Arrived there met liet. J.F. Lane. Took letter from office directed to col. Mcpherson from j.B. Gardiner on the subject of vacination of the indians: wrote letter to j.B. Gardiner.

Recieved a letter from brother alex stating that he intended leaving lebanon for bedford, ind. Without delay. Etc.Etc. Had introductions to j.F. Lane's brother & brother in law... Two appently fine fellows whom j.F. Intends assisting into office, as companies or commanders secretary. (As also some more of his friends when they arrive which he anticipates will be without much loss of time.)

Dined with the lieut. & Co....Etc. 12 O'clock paid capt. D. Robb _____ ind. A visit of half an hour, heard his instructions from col. Gordon to have the indians of wappaghkonette assembled for the purpose of being vaccinated etc. Etc.

Chatted with lane & others until 3 o'clock when i came back to the col.'S read politics & young until supper.....After supper was told by martin lane, the u.S. Interpreter that he (lane) had told the person whom i had yesterday been at variance with, that i had gone to town for the purpose of procuring a warrant to take him to trial for menacing me with pitchfork...A thing that i had never thought of since "the day i was born". But i could not refrain from laughing (although i regretted that he has told the fellow so) when i heard the effect which the intelligence had produced upon him....He displayed for a little while the utmost apparent carelessness & unbelief: he soon, however, changed into a kind of rage and determination to resist the officer should one come. But seeing some anxiety expressed by those in company, (he was engaged with two or three men in hauling hay half a mile from the house) and a kind of watchful expectation from same persons, he began to put on a lock of vigilance. When he found an opportunity of evacuating the hay pen with as much prudence as he supposed consistant with his situation he was not backward in making use of it; and indeed, those with whom he was, were so desirous of getting a good joke on him that they excited him as much as possible ....And encouraged him to leave them by giving him so many oppurtunities. They told him that the value of the warrant would expire at 10 o'clock tommorrow; that if he could evade the officers that long he was in no danger whatever of being compelled to suffer for what he had done. "Well" said he when he heard them say so, "if i don't keep duly sober til 10 o'clock tommorrow i don't know ". It was about the middle of the day when this happened...And he has not been seen by any of the family...It is now 9 o'clock at night.

Read some politics since supper & some in young....Having a slight head ache i shall go to bed in a few mins.

Wednesday, august 15, 1832

Read the biography of dr. Edward young and a few of the concluding pages of his "ninth night". After dinner went into the woods and found a few blackberries. This afternoon lieut. Lane came out here...I gave him a muster roll of the senecas and shawnees. After supper (6 o'clock) wrote till 9 at my vindication...Quarter past nine went to bed.

Thursday morning, august 16, 1832

After breakfast until 9 o'clock was engaged with col. Mcpherson, martin lane, bird john and pewiatchee. Informing the latter two persons of the wish of the president of the u.S. And of the secretary of war to have their people (the indians) vacinnated; and consulting them with respect to the time & place. And representing the necessity of such an operation being performed previous to their departure for the west. They agreed with us that it was a good precaution and said that they would hold a council with their nation etc. Etc. After which i finished my vindication. After dinner read "goldsmiths animated nature". After dinner until 5 o'clock read the "spectator", after that and until supper read & talked politics etc.

Now 8 o'clock. I am going to commence the "spectator" again, after which i will go to bed if the lord is willing.

Friday morning, august 17, 1832

Chatted an hour or two with capt. Weaver, (to whom i was introduced this morning by lieut. Lane, mr. Bewell & lieut. J.F. Lane...The two former were going to wapaghkonetta on business relating to the imigration.

10 O'clock went to bellefontaine. Wrote a letter to j.B. Gardiner, in. Agt., On subjects connected with the emigration and prepratory arrangements etc. Read two letters

from him on various subjects: one informing me of the confirmation of the appointment of major g.W. Pool to the office of asst. Agent, and his intention to come here in a few days. And stating also that my brother a.H. Was about to leave his house for indiana.

By the same mail received from brother a.H. Stating that he intended entering into business at louisville, ky. Or of going to his father's immediatly etc. Etc. Had an introduction to mr. Drum of madison ind., A man who has just come to go with the emigrating indians west of the mississippi. He was instructed to come by j.F. Lane & will act, probably, as commissary. Two o'clock returned. Read politics and corrected some writing...& Took copy of my acceptance of the office of asst. To comd. Of inds. Which was written on the 12 of july, but which i had neglected to make a copy of. Wrote a few stanzas...& Letter to the editor of the bellefontaine gazette inclosing them, then instrusted them in a sketch book which i this night made. 11 O'clock went to bed.

Saturday, august 18, 1832

After breakfast went hunting and at 12 retured having been unsuccessful. After dinner read poitics two or three hours and started hunting again....Was unsuccessful again...It being likely to rain went to the house of gen. Workman, two miles from where i started. It commenced raining a few minutes after my arival there at 6 o'clock. I determined to remain all night. Chatted an hour with his daughter and three or four with the gen. On various topics. At ten went to bed.

Sunday, august 19, 1832

After breakfast bid the family adeau and returned to the house of col. Mcphereson in the capacity of gallant to miss kitty workman....Went with her to her aunt's a quarter of a mile beyond the col.'S .....Got into the company of other young ladies & young men....Paid a visit to an apple orchard etc. After 12 o'clock left miss kitty and came here (col. Mcphereson's) and after dinner until now (6 o'clock), have been engaged in reading a letter from, and writing one to joseph mccutchen esq. On the subject of lost papers and making out a bill of the number of families and persons in the families of the senecas & the shawnees of lewiston and estimating the quantities of provisions it would require to furnish them with rations for four days.

Monday morning, august 20, 1832

After breakfast i had the sincere pleasure of seeing my uncle, maj. G.W. Pool, who was appointed asst. Agent in the removal of the emigrating indians of ohio. He came to col. Mcphereson's on business relating to his duties as asst. Agt. By the direction of col. J.B. Gardiner, the special agent & superintedent. The co. C. Lieut. Lane, gen. Workman and myself and others were just starting to lewiston, where rations were to be paid to the indians, when he rode up...Not wishing to detain us he went along. His disposition is represented by those who are aquainted with him as being amiable and virtuous. His talents are probably of the second order, in comparison with the number of five.

I remained at lewiston until about one o'clock when at the solisitation of maj. Pool we left there for this place. (Col. Mcphereson's) where i am now boarding.

This morning before leaving for lewiston i bought an indian pony, saddle, and bridle...Paid $30. For the pony, $10 for the saddle, $1.50 For the bridle. For which i gave a due bill to be redeemed as soon as i recieved from the disbursing agt. My first monthly payment for my services as asst. Conductor to col. Mcphereson.

I conversed with pool until in the evening we both commenced writing....I wrote a letter to coz. Caroline gardiner before supper, which was at 7 o'clock. After supper until one o'clock i was engaged in writing a long letter, or at least commencing one to col. J.B. Gardiner on subjects relating to the emigration etc. Etc. One o'clock went to bed.

Tuesday, august 21, 1832

After breakfast wrote some more in my long letter making the contents to occupy seven pages of closely written foolscap paper! Ten o'clock started to bellefontaine to the post office remained there until half past 12 waiting for the mail....Put my letters in the office...Received one from coz. Harriet gardiner couched in the most affectionate terms. Recieved one from uncle j.B.G. Relating to business, attendent upon the emigration etc. One o'clock got a book of muster rolls, which uncle gw had brought out for the officers engaged in the removal, and two shirts which had had made in lebanon and a silk vest given me by uncle james and brought them here, where i arrived at three o'clock.

In the aftenoon i commenced my "journal of occurances" according to the requisition of one clause in the printed regulations. After supper had a long conversation with col. Mcphereson on the subject of the last war, and the indians, & emigration officers, and prospects of departure and route by land etc. Etc. Nine o'clock went to bed.

Wednesday, august 22, 1832

Attended to various little jobs of one thin g or another until dinner. After dinner copied muster roll...Etc. Etc. I have forgotten what except reading & singing until five o'clock....Five o'clock went out with some men and took a few rounds of shooting at a mark. My uncle having come this evening from bellefontaine...Chatted with him until supper. After supper wrote a long letter to w.B. Slaughter. Eight o'clock commenced one to brother alexander...Nine o'clock went to bed.

Thursday, august 23, 1832
After breakfast finished letter to brother aleck, before nine o'clock. After which i spent an hour ot two with the indians & officers of emigration. The former wished the latter to endeavor to settle dispute between the big springs indians and the indians of the grand reservation. Those of the latter place claiming a share in the proceeds of the formers tract of land. Which it is thought is unjust: and that they have no right to claim any part or interest in it whatever. After dinner wrote a letter to miss e.L. Knight, a female friend of indiana. In the evening wrote another to my parents, whom i had neglected writing to for six or seven weeks, and from whom i have not recieved a letter from since i have been in ohio. (Nine weeks). After supper fed my horse etc. And went with col. Mcphereson into his store and examined his goods for an hour or two with gen. Pool. The col. Has a fine stock for a country store.

Friday morning, august 24, 1832
Wrote an hour or two at copying my vindication. Half past ten went to bellefontaine to take my letter to the post office and to get mail. Recieved a letter from j.B. Gardiner informing me that i must tell col. Mcphereson and capt. Robb, the conductors of the indians, to give their personal attendanceto the issuing of the rations to the indians: and that they must themselves make provision returns; and that neither col. Mcphereson nor myself must give the disbursing agt. A muster roll of our tribe, as he has no right to ask for one, not to receive one...At two o'clock returned; done some little jobs and examined the rifles which were sent to the indiansand arrived here today... The rifles for the wapaghkonetta (35 in number) have not yet arrived. The the sheeting and blankets also came today. This evening attended to various little chores as the yankees say. At seven o'clock p.M. Mr. Van horne from the "wigwam" got here having come on express from lebanon by piqua...Chat-

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ted with him till nine...Went to bed.

Saturday morning, august 25, 1832

Went to bellefontaine with van horne, wrote a letter to coz. H.E. Gardiner. Chatted an hour with capt. Roth the conductor & called on young lane for muster roll...I was told i could not get it until his brother the lieut. Came back from urbana, whether he went two days ago....

Eleven o'clock went with w.A. Van horne eight miles on his journey back towards sidney & then returned to mcphereson's, where i arrived at tweleve o.C. Made out three provisions returns & copy'd them; and corrected a muster roll, and in the evening went with uncle gen. To a creek, one mile and bathed...Returned before supper.

Sunday, august 26, 1832

Read "the spectator", politics etc. Chatted upon and about the various duties of the officersof the emigrating indians and certified two provision returns on gen. Workman before dinner. After dinner read "the spectator", sung and walked two or three miles before supper...At eight wrote some more in my vin. Ten o'clock went to bed.

Monday, august 27, 1832

After breakfast, concluded copying my vin. I went to bellefontaine...Gave my vin dication to ed. Bel. Gazette & took letter form the col. For lieut. Lane who has not yet returned from urbana, where he went last thursday...He is looked for in two or three days.

2 O'clock returned...Read bellefontaine gazzette for an hour or two read poetry (original) by dan. Two lines were through mistake left out. 4 O'clock walked for an hour returned & chatted about the emigration...Was told by a. Thompson that it was reported in urbana that gardiner had been endeavoring with others in this neighborhood to prevent the indians from going by water as was the wish of the president of the u.S. And the secretary of war...And that lane was a great favorite there. From what a.L. Said, i have drawn the conclusion that lane (who has no more business to meddle himself in establishing the route or mode of transportation than the man in the moon) wishes them to go by water that he may stay at cincinnati and act gentleman and entrust one of his commissioners with sufficient favor for a stipulated time until he, lane, can remit more etc. Etc. And that he does not like gardinerand by misrepresenting etc., Is endeavoring to injure him as much as he can, or nearly so.

A.L. Said that the lieut. (He understood) had told somebody at urbana that he had the whole control and superintendance of the removal of the emigrants!!! He has said before that it is discretionary with him whether he will furnish more than two weeks worth of provisions for the indians, or a requisition for special agt. Huperdt until they actually commence their journey!!! I have said the is because i believe that lane has been meddling with businesses which is dishonorable in him and detrimental or prejudical to the characters of other men.

8 O'clock wrote for half an hour, read porcupine, and went to bed at 10...After having wrote in my journal of occurances.

Tuesday, august 28, 1832

Wrote a letter to cousin lucy m. Gardiner. 10 O'clock made two provision returns for col. Mc. 11 O'clock, started to lewsiton with col. Mcphereson, lieut. Lane and others to inspect the issuing of rations and at three arrived home...Read politics and "the spectator" etc., Until bed time (10:00)

Wednesday, august 29, 1832

After breakfast read "the spectator" and politics until dinner...1 O'clock wrote a few verses of poetry on the subject of leaving ohio, which occupied me until 2 or 3 o'clock. (After a severe wind and rain storm) shot at a mark with mr. Cavalier from urbana who came here this evening. After supper wrote for half an hour and then commenced reading "the spectator". Today major pool started to wassaghkonetta, with an interpretor to see how things come on there.

Thursday, august 30, 1832

After breakfast had a headache read "the spectator" until ten. Went hunting some plums a mile & a quarter, 12 o'clock found several trees loaded with them...Gathereda gallon, went to a fine shady trunk in a pleasant grove in a small prarie & feasted for sometime...Half past 1 o'clock returned, dined...Read "the spectator"& looked at and admired some young squaws in mcphereson's store. 5 O'clock maj. Pool & lieut. Lane returned from wassaghkonetta interpretor lane. Half past 5 head ached so violently that i went to sleep until 7...7 O'clock supped with an excellent appitite but a miserable head. Half past 7 went to bed

Monday, august 31, 1832

Read & made duplicate provision returns, wrote letter to j.B. Gardiner. 11 O'clock started to lewiston to inspect the issuing of rations. It wassatisfactoily done. 6 O'clock returned...Chatted with w. Johnson from piqua until 8 o'clock read "the spectator" until 9...Wrote an hour & a half went to bed.

SEPTEMBER

Saturday, september 1, 1832

After breakfast read "the spectator" until 9 o'clock. At 9 commenced making an issuing roll for the senecas & shawnee indians of lewiston & at 4 o'clock p.M. Finished it. Half past 4 started with maj. Pool plumbs and one & a quarter miles...Got some...Returned at 6...Was told that three deer were seen in the road about three hundred yards....Took a gun and pool took another & we went to try and kill some of them....We seperated & he returned about sunset without killing or even seeing one of them! But i returned at dusk loaded with .....Dissappointment and the rifle!! What wonderful luck!...Who would have supposed that i, thoughness (?) Dan, would have killed a deer? But it is impossible to forsee our destiny. The best of it was (i mean for maj. Pool) when i returned supper was just finished and i had to pick the bones!! Wrote in my journal of occurances, read & wrote until 10 o'clock then went to bed.

Sunday, september 2, 1832
Read until 9...At 10 started to campmeeting (8 miles) at half past 11 arrived there...Companions were maj. Pool & j.W. Bennett, two pretty lively colts. We remained until 2 when pool and myself started home. We took so many wrong roads that we were three or four hours in returning although we rode at the rate of six nots per hour. Pool poor fellow, tore his pants most sorely, which was a source of much distress as we were compelled to pass several houses and a goodly number of people before we arrived at col. Mcphereson's. At five we got here.
Since coming home i have until this time (8 o'clock)been variously engaged....Reading, writing, idling etc...I did intend going tonight to the feast of the indians called the feast of the dead, or death feast, where it is their custom to recite the good qualities of their deceased brethren and mutally and undisquietly express their sorrow for their losses in tears and lamentations. To feast and offer up sacrifices for the peace of their departed spirits and to concilliate the great spirit for any misdeeds which had been committed in the life time of the deceased and to insure his admittance to the rich and valuable hunting grounds to which they believe all good men go when they shuffle off mortality. They adopt some person in the tribe in his stead in order to perpetuate the memory of his deeds, and bring to their recollection his worth and losses. This feast (i believe) is only celebrated when the nation leaves the place where its residence has been and its dead deposited. Read until half past 10.

Monday, september 3, 1832
Read until 10 in ancient history. At 10 col. B. Gardiner arrived and sent for the chiefs and other men of the indians to come and receive their balnkets, guns, & tenting...And started his _____?. Maj. Pool & the conductor robb, to wassaghkonetta to attend to the ottowas & shawnees.
11 O'clock assissted to measure & pack some of the sheeting and to open & count the blankets.
1 O'clock copied, duplicated reciept of the goods to be signed by the indians, which they did and which i among others, witnessed...Chatted an hour or two...Received a long letter from coz. Lucy m. By col. Gardiner. In the evening read my vindication in the bellefontaine gazette... Found several mistakes in it. It was spurned by some and applauded by others. Read jackson & clay news until 9 o'clock wrote in my journal of occurances and went to bed at 10.

Tuesday, september 4, 1832
Before breakfast assisted to count, pack & unpack the blankets, & sheeting etc. Of the shawnees of wassaghkonetta. & O'clock copied a requisition on lieut. Lane for horses & wagons to convey the goods to the shawnees & ottowas at wassaghkonetta. 8 O'clock wrote duplicate provision returns for 252 persons, for three days. 9 O'clock wrote a letter to coz. Harriet e. Gardiner. 11 O'clock started to lewistown to superintend the issuing of rations to the indians. 12 O'clock arrived there....Was compelled to delay two hours in consequence of the beeves getting into the woods and having to be drove up before slaughtering....1 O'clock exchanged my indian pony with the widow turtle for another horse. She preferred mine because he was gentle and hers was not. I got her choice mare. She took mine. 2 O'clock commenced inpsecting the issues; which lasted until 5 o'clock. Returned to col. Mcphereson's. Received letter from brother alexander, who wrote from bedford ind. On the 27th aug. ___ All well but himself. Had an introduction to benjiman briggs appraisor of property. 7 O'clock wrote a recommendation for john dougherty, an indian, to a saddler in bellefontaine. 8 O'clock wrote in my daily journal of occurance. 9 O'clock wrote a few stanzas of poetry until 10. Half past 10 went to bed.

Wednesday, september 5, 1832
Copied a petition to gov. Mcarthur from civil john, the principal chief of the senecas & shawnee indians of lewistown, ohio, writing him (the gov.) To liberate an indian, who is now in the penitentiary at columbus, that he may go with his tribe to their lands at the mouth of the kansas river. 9 O'clock j.B.G. Started to wappaghkonetta in company with mr. B. Briggs, the appraiser of the property of the shawnee of that place. Read until 11:00. 11 Started to town (bellefontaine) with col.Mcpherson, to get my horse shod and to take some instructions to lieut. Lane from j.B. Gardiner. 2 O'clock returned ____ now ancient history til 4. Went a mile and a quarter to gather some plumbs ___ 6 returned. Read and talked politics until 9....Then went to bed.

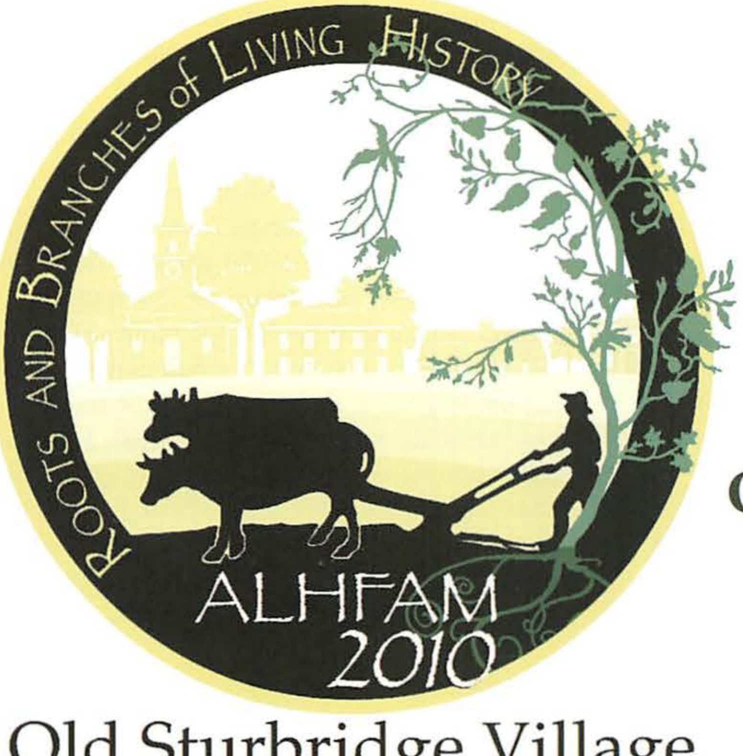
Thursday, september 6, 1832
Engaged in reading until 8:00 a.M. Commenced making issuing rolls, at which i continued until 3:00 p.M.....Took a list of the property which the indians brought to be sold

which occupied me until supper (6 o'clock)
Col. B.J. Gardiner returned from wassaghkonetta where he left all things in order, after finding them very much deranged when he went there on wednesday. 7 O'clock started to bellefontaine under the direction to see lieut. Lane & col. Mcelvaine & to bring a communication from the sec. Of war _____ 9 returned and went to bed.

Friday, september 7, 1832
6 O'clock in the morning started to bellefontaine to see col. Mcelvaine & lieut. Lane; to tell them to come to col. Mcphereson's by 9...And taking a requisition to lane to furnish an expenses (?) To go to detroit. 8 O'clock commenced making an issuing roll finished at 9...10 Made out provision return etc. Etc. At 11 started to lewistown to superintend the issuing of 1016 rations to the indians. Col. Mcphereson did noy accompany me: he was engaged when we left his house. Today martin lane started to mccutchensville to see his family on the sandusky. And jas. Workman started today as an (?) To gov. Cass at detroit. 6 O'clock returned...Watered & fed horse etc. Wrote half an hour, idlied a little until 8 o'clock. I am however going to read and write & study until bed time (10 o'clock).

Saturday, september 8, 1832
In the morning read the printed regulations of the war department and digested the rules there contained for the government of all the officers attached to the emigration. 9 O'clock read ancient history. 12 O'clock commenced copying several requisitions made by j.B.G. Upon liet. Lane, dis. Agt. For wagons, provisions, hospital stores etc. 6 O'clock started to bellefontaine with them. 9 O'clock returned & wrote in my journal of occ. & In this thing.

Sunday, septmeber 9, 1832
Read in "the flowers of ancient history" until 7 o'clock. Chatted until 9 & copied instructions to col. Mcphereson from j.B gardiner. At 9 col. Gardiner left here for wappaghkonetta. Read until 12, wrote a letter to lieut. Lane & idled an hour or two. 3 O'clock had the exuisite pleasure oof getting a squint at the beautious miss. Kitty workkman. Chatted one quarter of a minute with her and then read the spec. And anc. History & sung for a few hours. At five conversed with col. Van horne of piqua who had come here to get a situation for his son william in the emigration of j.B.G.____. He left here for wappaghkonetta at 7 o'clock. Half past 7 wrote some verses on delayism. 8 O'clock told gen. Mclane how to make snow bread and he told me how to make snow soap....I will insert the recipe here for fear that i shall forget it. Take 8 cups snow & 1 cup soap, boil them together for 6 hours...You will have 8 cups of white soap...Like butter. You may cut it in squares or cakes. It is a yankee invention!! Read ancient history until 10. Went to bed.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Monday, september 10, 1832
Before breakfast wrote a letter fro col. Mcphereson to lieut. Lane in bellefontaine, ohio. After breakfast made or rather ruled a monthly abstract of provisions, which occupied me until 11 o'clock. Then took a list of what property the indians delivered for sale. (Bought pr. Of moccasins). At 3 o'clock commenced a quarterly abstract of provisions which occupied me until supper. After which i corrected one of my issuing rolls, wrote in my journal of occurances, my diary & @(?). It is now past 7 p.M. Half past nine ?I concluded a long letter to coz. Lucy. Read half an hour in flowers of ancient history, then went to bed.

Tuesday, september 11, 1832
After breakfast wrote a letter of three pages to aleck. Corrected issuing roll. 11 O'clock sent my letters to bellefontaine and started to lewistown with col. Mcphereson to inspect the issuing of provisions to the indians. Remained there until half past four then started home. Told the indians to assemble today and start next sunday.
Received letter form coz. Caroline l.G....There was three or four letters to col. J.B.G. Which i took the liberty of breaking open to see the contents of....Two reported that the expenses incurred in the removal of the ohio indians under charge of col. Gardiner, must not exceed $20 per head! It cannot cost less than thirty if one half the stories told by those who know something of this businessare correct. Conversed a little with col. Mc. On that subject. 8 O'clock chatted with gen. Jerry m. Line for an hour. 9 Wrote in my journal of occurances the proceedings of the day, and in this thing. Read ancient history until 11 then went to bed.

Wednesday, september 12, 1832
Wrote a letter enclosing some verses to h.B. Strother. 10 Started to bellefontaine under the direction of col. Mcphereson, to tell lieut. Lane that he (the col.) Could not receive the horses belonging to the lewistown indians until the special agent should return....And to get 15.87 Cash from lane due to mcphereson. 11 O'clock saw liuet. Lane ___ attended to and accompanied my businesses with him. He requested that i should remain a little longer ___ i did so. He made geo. Go out and fasten the door. He then told me that he had been greviously mistaken in the manner in which he was treated by gardiner....That he had that gentleman to be his friend. Taht he had heard from men who are entitled to the greatest respect say that gardiner had spoken of lane in terms silimar to the following....."He is a young fop; who knows nothing about business more than the man on the moon. He thinks that he must be considered a big man here ___ i'll show him who is the big man ___ i'll have his commissaries and his asst. Team (?) Go home again etc. Etc." And that letters were coming in from all quarters telling him that he had been slandered/and to cap all one from billy wily containing a horrible caricature ___ and all the vile epithats which his fertile imagination could raise. He said he must have an explaination from gardiner ____ i about half promised to tell gardiner (as he wished me to do).
3 O'clock arrived at the col.'S . Read awhile, chatted a while...At 5 o'clock started to get some plumbs...Quarter past 6 returned....Gardiner had come back from wassaghkonetta about half smashed and in a crabbed humour...& Gave me and col. Mc a confounded scolding for not having the indians assembled (?)....In the morning he will have the matter explained then he will cool down and be more moderate. ___ Read "flowers of ancient history" until 9 o'clock....Then went to bed.

Thursday, september 13, 1832
Received directions from j.B.G. To have the indians assembled at col. Mcpherson's today. Sent the interpretor among them to inform them of the wish of the superintendant. From breakfast until 8 o'clock i was flying around like a half sledge among stumps, attending to j.B.G., Who was quite unwell with a fever created by over exertion, over excitment and over temporizing....9 O'clock copied an account of jos. Mccutchin on the u.S. Incurred intaking the chiefs & head men of the wyandotte indians to hold a council with col.S mcelvaine & gardiner respecting an improper and unjust claimmade by the grnd reservation party of indians. 10 To 1 o'clock done little errands for col. J.B.G. & Assisted col. Mc. And idled until 3. (And attended to the sale of the indian property which was sold today) half past three started with col. Mcpherson to examine & bring home, twenty horses, purchased by liet. Lane district act. Under requisition from j.B.G for the indians of lewistown. Had an introduction to mr. Brish the person who was superintendant of emigrating party of indians which started for the mouth of the neosho last autumn and never got there until this summer....And an introduction to mr. Merritt, a young gentleman who was along with capt. Brish as assistant.
We proceeded through bellefontaine from which place lieut. Lane accompanied us to the farm on which the twenty horses were kept (about a mile from that place). The col. Selected twenty and he and myself and another person brought five home....The rest of the twenty were put in a separate pasture from the other horses....On our return we eat supper for the first meal today!
Chatted with gardiner, mcphereson, m. Lane & others until 9 o'colock. Then wrote this. 10 O'clock went to bed.

Friday, september 14, 1832
5 O'clock arose and prepared to start for the horses which were purchased for this detachment. I was up several times in the night to atten apon gardiner.
6 O'clock started for the horses in company with col. Mc.

& Martin lane the interpretor. Got them and at 9 returned. 10 O'clocl wrote a letter to wm. Vangloren to tell him to come out and join the detachment and accompany it as clerk or secretary to gardiner.

Half past 11 started to lewistown with col. Mc. To superintend the issuing of rations to the indians. At half past 6 returned....Wrote in my journal of occurances and in this memorandum. Half past nine went to bed.

Saturday, september 15, 1832

In the morning wrote for j.B.G. A long letter of instructions to capt. David robb, the conductor of the shawnee indians of wappaghkonetta.

Received on of the most flagrant insults which it has ever been my lot to hear....And that too from one whom i have always paid the utmost respect. What under the sun caused it i could not at the moment guess. I passed it by without saying a word...My situation was hepless as to a remedy....I know it was unmerited.

8 O'clock wrote and copied various requisitions and at ten received an account to copy by him who had so injured me! I done it without a murmur....I shall probably never say anything about the matter of his treating me so ungenerously. He is unable in my opinion, of appreciating the virtue of keeping goodness & respect in view and never faultering in the pursuit of duty.

Rec'd a certificate to col. J.B.G. To my situation in the emigrating party (as also his certificatesto those col. Mcphereson & h.H. Mcphereson, all of which i copied) and at 11 o'clock proceeded to bellefontaine to receive my per diem wages from the 12th july until sept. 1St, 1832, being in all, total 150 dollars....Got horse shod....Examined tents and marquees (?) Which lieut. Lane is getting made for the officers who are preparing to accompany the emigrating natives of this county (logan) and those of allen. Chatted with various persons until four o'clock....Started home.

At half past 5 received form another person (a woman) an insulting speach which i am sorry to say, surpassed anything in poignancy which i have ever felt from what the fair sex have ever said to me. I bore it like a man without a murmur. I never was so much surprised and mortified at any event that i recollect of , since i first saw the shining sun of heaven.

7 O'clock wrote about three pages uppon a certain subject not very far at variance you may imagine, from the proceedings of some part of this day. At 8 o'clock chatted with gardiner, m. Lane until 10 o'clock. Then went to bed.

Sunday, september 16, 1832

After breakfast paid col. Mcphereson for a horse, saddle & bridle which i bought of him about two weeks ago, and gave a due bill for....I have not seen the due bill since i paid the col. It calls for forty one dallars and fifty cents.... Whether he (the col.) Intends giving it to me or not i do not know....It is now 12 o'clock....Time will show that matter. 9 O'clock asorted my papers, and packed my clothes etc. In my trunk....Ready for a start....10 O'clock assisted to raise a marquee which was made for the officers of this detachment. Chatted, idled until 3 o'clock. Started into the woods and gathered some plumbs....Returned at 5. Rec'd another insult in presence of gen. Workman, his son-in-law, from mc....Upon which i (when the oppurtunity accurred a few minutes afterwards) followed him into his store and told him that, as he had become very angry at me for something which i could not divine, i would prefer him giving me the due-bill which i had given him for the horse, saddle & bridle, whcih i had purchased of him. As i thought it best that these things (as he says) should be perfectly understood and kept straight. After chatting with him upon the subject, which related to the emigration, for a short time and as nearly as i can recollect, in a tone which did justice to my feelings (as a representative), i left him.....In about half an hour he got the key to his strong box and took out a carefully tied packet of papers and selected from amongst them the one which related to myself....He handed it to me without a word....And probably without a look....But i believe not without a thought. I now feel safe from that source...My small feelings of doubt for his honesty may be incorrect, but if they are i am mistaken.

The same man tonight disgusted j.B.G. With his unmannerly and overbearing diportment and his ignorance of decorum, politness or & justice. It is the opinion of one in the emigrating party that he will be dismissed and that he will claim his perdiem wages form the date of his appointment although he does not accompany the emigrants, and has not yet done anything to get the indians off....And has instead of attending to his duty, called upon his asst. To do it all! I wish, i hope, i pray to god that we may not be stuck here; that we may get off immediatly; that we may have some person in the place of hte man just spoken of, who will know his duty and do it....8 O'clock wrote this. Read the spectator until 10, then went to bed

Monday, september 17, 1832

Arose before sunrise which may be considered a wonder. Prepared to go to town with a requisition from j.B.G. For an express to go to wassaughkonetta to take long letter to the chiefs and people of that place, who has gone. (This is 10 o'clock). At 7 o'clock mrs. Mcphereson was taken with an apoplectic fit which terminated her life in a few minutes. Medical aid was immediately called for from bellefontaine but arrived too late. Half past seven started to town; done my business....Got a check for j.B.G. For 202.18 From lieut. Lane. G. Was out of funds. Half past eight took breakfast at bull's tavern. At 9 started back here in the company of col. Mcelvaine where i found nearly all the women who live in the neighboorhood.....Some smoking, some drinking, some crying, some talking, some doing nothing & some making a shroud for the deseased. At 10 o'clock wrote this. From 10 until 12 made an issueing roll for 258 persons. At 12 o'clock started to lewistown to superintend the issuing of rations to the indians. Remained there until 6 o'clock. At 7 o'clock arrived here and went to bed at half past eight.

Tuesday, september 18, 1832
Attended to nothing until 12 o'clock. Excepting the funeral of mrs. Mcphereson. 12 O'clock started to lewistown with gen. Workman and others with fifteen horses, which were for the indians and were distributed to those of the tribe who needed them mose by the chiefs. One piece of prussia sheeting (of two that were taken to lewistown) was distributed among them for bags. Remained at lewistown until 6 o'clock. In the course of time which i spent there i had the pleasure of seeing the game called squaw. A kind of ball, played by indians; wherein both male & female engaged. At 7 o'clock arrived at col. Mcphereson's. 8 O'clock wrote this. I learned this evening from a letter rec'd by col. Gardiner from maj. Pool that the wappaghkonetta were starting and would encamp at hardin, a town 4 miles west of sidney, to wait the arrival of the senecas & shawnees of lewistown, with whom they wish to hold council on what route it is best to pursue. 9 O'clock went to bed.

Wednesday, september 19, 1832
5 O'clock arose and went to bellfontaine on business for j.B.G. And myself. At 8 o'clock returned...Assisted j.B.G. And at 12 started to lewistown after settling my accounts in full at col. Mcphereson's. Hurried the indians etc. Etc. And at 5 o'clock and a half left that place on our route to the place of our destination, west of the state of missouri in our company with j.B.G., Gen. Workman & m. Lane... At 7 o'clock arrived 7 miles s.W. On the road to sidney, where civil john the headchief of the lewistown people had encamped an hour before we arrived. At half past 8 went to bed.

Thursday, september 20, 1832
Arose at 5 o'clock. After breakfast started to col. Mc's, rode to lewis dougherty's -5-miles- (?) Started there 2 hours and hurried those people off...Gen. Workman, who was with me bought a colt there off an indian, which plagued us confoundedly. At 1 o'clock arrived at the col.'S ....Haltered the public horses which we went for. Staid until a severe rain and wind storm was over and at 3 o'clock left that place for this. At 6 o'clock arrived here (dixon) went and viewed the indians camps etc. 8 O'clock supped....At 9 went to bed.

Friday, september 21, 1832
5 O'clock arose. After breakfast rode on with the indians to sidney...Got dinner etc. Etc. And camped here (hardin 5 miles west of sidney) 5 o'clock arrived. From 7 until 9 made a muster roll, and at 9 went to bed.

Saturday, september 22, 1832
Arose at five and went to the indian camps etc....Wrote a letter to coz. Caroline. Gave reciepts to bassett for provisions. At 4 o'clock started to sidney 5 miles...Got several articles there & brought home two stray indians one of whom was drunk. Half past 6 returned....8 O'clock attended a dance of the indians...Looked around their camps to keep liquor away. At 11 o'clock went to bed.

Sunday, september 23, 1832
Started from hardin in the morning & at four pitched our tents, 19 miles from that place. We avoided piqua for fear the indians would get liquor, get intoxicated & detain us. We now are 9 miles west of piqua on the road to greenville. I have not seen mr. Bassett today. He engaged pasturage on another route. The people in piqua regretted very much that we did not go that way. All is quiet at the camp. Wood & waterare plenty & convient; pasture only tolerable. At 9 o'clock attended at eth camp on business with wm. Van horne. He exchanged horses. Sent a letter to coz. Caroline...Gen. Workman is quite unwell....At half past 9 went to bed.

Monday, september 24, 1832
After breakfast we struck our tents at stillwater, the place we encamped last night. I rode on beforewith mr. Bassett who overtook us in the morning just before we started. At 12 o'clock stopped at a public house a few minutes where i left my companion and rode on to greenville. I was cought in a severe storm & got quite wet. Half past one arrived in green pasture (?) & Camping ground were engaged by mr. Bassett for the indians adjoining his place. They arived here at 4 o'clock and occupied them. After dark i visited the camp & went round town to see if the indians got liquor. Some was given them but not much. 9 Went to bed.

Tuesday, september 25, 1832
Certified with gen. Workman the reciept of the provisions furnished on a requisition for today....And the necessity of putting on some horse shoes. Eight horse shoes were put on. Some of the indian horses got out of the pasture and caused considerable trouble to their owners in looking for them. At 12 o'clock they were found. At 11 o'clock we struck our tents and marched towards richmond, ind., Having those who were hunting their horses behind and one other family. At 6 o'clock encamped 13 miles from greenville. The horseslost this morning were found and the

people overtook us excepting those who had wagons. (The doughtery family) who will not be in tonight.
From 7 until 12 wrote in my journal of occurances, chatted with workman, basset & the indians at their camp and assisted writing a letter to j.B.G. On the subject of our movements since leaving hardin. 12 O'clock went to bed.

Wednesday, september 26, 1832
At ___ all is quiet in the camp. Last night mr. Bassett wrote a letter which he sends by express this morning to liuet. Lane. He is not well pleased with the contents of col. Gardiners letter to gen. Workman....Which he saw last night. He says that he will not contracct for pasture or provisions until he recieves further instruction form the dis. Agent.... At 7 o'clock i copied a schedule of the public horses in this detachment. At 10 o'clock i settled with our host for myself and gen. Workman and started on ahead. At 3 o'clock arrived at mr. Barnes.....Engaged pasture of him at 3 cents per head for 24 hours. In the evening the indians overtook me & encamped at this place. I visited once or twice. At half past 4 rode to richmond, ind. With gen. Workman to ascertain if lieut. Lane had arrived and whether the provisions had come etc. Etc. At 7 o'clock got back to mr. Barnes...At 9 o'clock went to bed.

Thursday, september 27, 1832
In the morning filled a requisition on lieut. Lane for 516 rations signed duplicate reciepts for same. 10 O'clock went to richmond....Done some little business...And at 3 returned. Made a provision return on the contractor for two days rations. Was present at the delivery and distribution of hte same....Recieved the camp etc. At 6 o'clock wrote in my journal of occurances. At 9 o'clock wrote in mem. Half past went to bed.

Friday, september 28, 1832
Remained at camp until 9....Wrote a letter to coz. Harriet... After dinner took it to richmond to the p.O. Directed her to write me at terre haute. Got my horse shod...Hurried the indians form town, some of whom were intoxicated and very troublesome. At 5 returned to camp, supped witha dozen fellows who came form eaton, ohio to see the indians. At 8 o'clock visited the tents....Some of the indians who were a little kokkoosey (?) And some white men danced to the violin played by an indian. At 10 went to bed.

Saturday, september 29, 1832
I visited the tents & read some newspapers & magazines. At 10 scribbled a scrap to maj. Pool. 11 O'clock filled a requisition to lieut. Lane for 516 rations of beef, flour & salt, which was furnished at 2 o'clock. He had the beef prepared without consulting the officer whose duty, and whose only duty it was to direct what kind and quantity should be provided!!

Learned from g.W lane, brother of j.F. Lane that col. Gardiner was sick at piqua. 2 O'clock wrote a letter to brother a.H., Remained at the house and camp until half past threem then started to richmond where i bought me a cloak, an umbrella and a lare butcher knife. At 6 started home... Got here at 7, supped and wrote this. Chatted until bed time.

Sunday, september 30, 1832
Stayed at the camp & at mr. Barnes until 12....Rec'd orders from j.B.G. To march immediatly. Rec'd a letter from uncle g.W.P. And one from e.J.K. By the packet from gardiner. I made out a requisition for 1032 rations for the indians of bacon, flour & salt to be furnished in the morning. At 2 i rode into town for the purpose of presenting the requisition for provisions and one for the pay of pasturage to mr. Barnes....Athe amount of 17.60....Returned at 4 and met col. J.B.G. At mr. Barnes, with mr. Van horne....J.B.G. Paid for the pasture....Lt. Lane was unwilling to discharge it as a requisition....At half past four left for the camp which was six miles west. Rec'd a severe scolding from j.B.G. For misunderstanding his directions and consequently proceeding erroneously in the business of suffering mr. Bassett to engage in pasturage for this detachment. This cond (?) Gardiner says should engage it and fill one of his (gard.) Blank requisitions for the settlement of the bill. At half past 6 arrived at the encampment......Reviewed the tents, the pasture, the situation etc. And at 9 went to bed feeling somewhat unwell.

OCTOBER
Monday, october 1, 1832
At six o'clock reviewed the camp....At eight wrote in my journal of occurances. At nine started to richmond to see col. Gardiner. Cahtted with him & with mr. Van horne half an hour and had an interview with lt. Lane on the subject of transportation, by the request of col. J.B.G. He wishes two/four horse teams instead of the two three horse wagons now in employ. At half past ten returned to camp...Settled bill...Made certificate & signed for mr. Barnes that he had sustained a loss by the indians breaking into corn to the amount of ten dollars. At half past eleven left the encampment in company with our red brethren and commenced marching towards gentreville, which is seven miles west of richmond....Passed through that place at two ot three o'clock and encamped at two miles west. At four o'clock. I here engaged pasture at two cents per head for the night.... Went round the tents once or twice...Went with the indians once or twice to the pasture which was marshey half a mile. At eight had considerable trouble in keeping the visitors from disturbing our folks, which they did do not withstanding, some of the tawny fellows threw clubs and stones to drive them away because they kept such an uproar. At 9

wrote in my journal of occurances the proceedings of the day and then to bed.

Tuesday, october 2, 1832
Settled the bill for the pasture with c.B jackson for the indian horses, 4.20...Wrote reciepts and had them signed and attested. At nine left the encampment and marched on towards indianapolis.....At 12 stopped and dined in dublin, a little two year old village. It rained all day. At 3 o'clock engaged pasturage of mr. Mathew edgerton, 13 and a half miles form our last encampment, at $5.00 For the lot of horses, about 200. At five copied a muster roll, which occupied my time until about half past seven....Wrote in the journal of occurances and at 9 went to bed.
Wednesday, october 3, 1832
At en struck ou rtents and commenced the line of march... The road was very bad. I arrived at three p.M. Fifteen miles from the encampment where i engaged in pasturage at two and one half cents which was probably not worth one cent... I bought 1000 lbs. Hay and six doz. Sheafs oats, hay 25 cents per 100 lbs....Oats 25 cents per doz. At six visited the camp and remained there two hours....Succeeded with the commander in forming a stratagem which entirely disperssed all the white people....We had an indian speak very loud to the large company which had collected through curiousity, which the conductor interpreted to the bystanders as an order to place out a guard to prevent all disturbances in the night....And that he advised the people to return to their homes forthwith which they did with the utmost alacrity. At ten went to bed.

Thursday, october 4, 1832
Nine o'clock in the morning wrote a reciept for the pasturage & grain & hay for the indians horses...Had a tedious dispute with the landlord who wished to impose upon me and get three cents when our agreement was 2 cents. The horses broke down a fence and eat some corn which he said would have to be paid for or detain us a day at least. We disputed until it was time for us to ride briskly to overtake the indians in two hours. The man refused to sign the reciepts until he had been compensated for the corn which was destroyed...And for fear of being detained & plagued by him, we allowed him 2.50 & Took his reciept. At 12 left west liberty...That hole of hoozhurs (old spelling of hoosier?) And unmannerly clowns as shakepear says. At four overtook civil john 14 miles from where we started!! Endeavored to engage pasturage for the horses but could not. The only one to be had was worth about 1 cent per head for 24 hours, and the owner asked 12 1/2 per head per night!! The indians turned their horses into the woods. At dusk about half the horses were turned into the refussed pasture without anything being said to the commander or myself upon the subject. Our camp is sixteen miles east of indianapolis at sugar creek, 4 miles west of greenfield, hancock county. At eight fed my horse in the woods tied him up to a tree....Supped with gen. Workman, with the indians and the wagoneers. At ten o'clock p.M. Lieut. Lane arrived here from richmond, ind., From which he had rode since two o'clock (53 or 55 miles) chatted an hour & then started on to indianapolis (3 o'clock)

Friday, october 5, 1832
Five o'clock arose from a comfortable nights repose under a beech tree before an indian fire. Six o'clock shaved... Wrote in my journal of occurances, my diary, my travelling expense book, etc. Etc. And at nine we struck our tents & marched on towards indianapolis.
At eight settled with judge jones for pasture -- paying him $4 -- took duplicate reciepts.
At 2 stopped three miles east of town to select camping ground and pasture -- found plenty of the former but none of the latter.
At three arrived at the metropolis of the state. It is a thriving village; though not so large & lively as richmond. Stopped at mr. Town's (?) Public house and rested a while. Half an hour afterwards gen. Workman arrived there. After refreshing ourselves we rode over the river to the farm of mr. Morris where we understood was good pasture and water....I returned....Gen. W. Rode on to engage the pasture.
I directed the indians to the camping ground and at 6 rode out myself. Fed my horse with green corn; tied him to the fence & after assisting to clear the camp of all the white people i went to bed at five -------my horse eat breakfast at the camp. At 8 i filled two provision returns in the ____(?) One for those delivered at sugar creek amd the other for two day's rations here. Half past 9 went to indianapolis with gen. Workman. Got a letter at the p.O. From brother a.H.D. I wrote an answer but when i took it to the office the mail was just starting and i cound not get it in.
Remained in town until half past 4, at which time col. Gardiner arrived from richmond. Chatted a few minutes with him then returned to camp & eat supper, fed horse, tied him to fence, drove of[f] the white people who were somewhat niosy; and at 9 went to bed. Gen. W. Rode out from town to see a relative of his three miles off.

Sunday, 7th
Arose at 5, wrote some and walked about the camp, etc. At 7 gen. W. Returned. At 10 he ------ orders to start in the afternoon ------ went to indianapolis and at 1 returned wiht w. Bassett who paid our bill for pasture and corn 35.20. Col. Gardiner also returned with him and accompanied the attachment where we then camped -- he rode 4 miles further. At 7 walked from tent to tent all around the camp -- noy one escaped my eye -- and but a few escaped an intensive investigation.

At half past 9 -- before i had quite gone to sleep i was aroused by groans and smothered cries and gasps and sighs. I hopped out of my bed and made my way with all haste to the bedside of him who made the noises. It was a man lying upon his back in a bed placed upon the floor, he held up his arms which were trembling like aspen leaves; his legs were extended and trembling-- his face was pale as death; and his distorted and writhing features were doubly appalling because accompanied with such doleful cries -- i rushed up to him and had taken hold of his arm, when a little boy, before unobserved, exclaimed -- "he has a fit" -- at the same time appearing so calm that it in a partial measured dispelled my alarm -- directly a woman came upstairs and said -- "don't be uneasy -- he has a fit every night -- they don't hurt him."

Monday 8th
At 6 arose and went among the tents -- at 9 paid our bills -- and at 10 started on with the foremost indians towards terre haute. At 2 dined at gen. Johnson's the manager, director etc of the national road in indiana. Col. Gardiner was there. At half past 2 left his house and went on to select a place to encamp -- at 5 oc we encamped at a distance of 19 miles from where we started in the morning. Attended to the camp, etc and at 9 to bed.

Tuesday 9th
Left the encampment at 9 7 rose on with mr. Bassett to engage pasture, etc. At 3 arrived at greencastle 14 miles -- turned back and engaged a place one mile east of that place. 5 Went with two or three indians to hunt -- killed three squirrel, 6 ? Visited the camp; got fodder for horses and at 8 went to bed. Col. Gardinerwas by while i was hunting.

Wednesday 10th
At half past 5 arose
At 6 shaved
At 7 breakfasted
At 8 went around the camp 7 chatted with indians
At 9 commenced making out an abstract of provisions which have been issued to indians. At 11 finished it.
At 12 started to greencastle with mr. Van horn -- at 1 dined there and chatted with him half an hour -- looked over some paper, etc.
At half past three started back to camp, whither col. Gardiner had gone half an hour before.
I found that officer at the camp, he shew me a letter just recd from major poole stating tha manner in which things were proceeding in the rear.

Thursday 11th
Exchanged situations with col. Gardiner's clerk at the solicitation of col. G. At 9 rode to town to visit him at half past 9 went back to camp. Half past 10 started with col. Gardiner and mr. Bassett towards clinton at 5 arrived at dixon's mill 16 miles w. Of greencastle -- remained all night -- from 8 until 10 wrote a long letter to alexander.

Friday 12th
Before breakfast copied a communication to liuet. Lane -- went up to the camp once or twice etc & delivered the com'd papers to him, etc.
At 10 started on towards clinton -- at 12 arrived at the river opposite to that place. Visited the camp, chatted, etc and at 9 went to bed.

Saturday 13th
In the morning before breakfast visited the camp. After breakfast copied two requisitions on liuet. Lane -- one for beef one for flour. Assited the indians to cross the river, which was not fully accomplished until noon.
At 12 started back from clinton to meet capt. Hollister; the comd of the detachment of ottawas. At the distance of 7 miles i met him --gave him a letter from col. G. Rode back with him in company of his people -- arrived at the river at half past 4 remained half an hour -- shew him the fording place, and started back. At dusk arrived at the camp 6 miles west of clinton -- rode back a mile to th ehouse where col. Gardiner put up.
Supped, wrote and at 9 went to bed.

Sunday 14th
After breakfast went on with the spe. Sgt. And mr. Bapett

______
Towards paris, ill. At 2 o'c arrived at that place. Staid half an hour and rode back to the camp 1 1/2 miles to get a public house horse -- which the indians had been good enough to drive today for me. In the evening read some -- chatted some and at 7 started out to the camp again. Remained there two hours enjoying myself very well before a noble fire in the large marquee of gen. Workman -- i visited capt. Holister the comd of the ottawas at his camp a quarter of a mile form the lewiston camp. At half past 9 around back -- and at 10 went to bed.

Monday 15th
Copied some requisitions for beef before breakfast -- do. Do. After do. Copied certificate -- and shaved and done other little chores (as the yankees say!) At 11 left paris with the _______ and proceeded to the west. At half past 7 arrrived at charleston 30 miles. The indians encamped at dark on the ambraise 4 miles e.
At 8 went to see dr. G. Bailey who has settled here -- chatted two ot three hours with him -- shared some of my letters and he shew me some of his -- walked out with him and saw some of the village girls. Chatted a little while with them. At 11 went to bed.

Tuesday 16th
At 6 arose and started to the camp -- chatted an hour with the whitemen there, and at 8 arrived back at the village. From 9 until 3 copied requisitions and wrote two -----
At 3 idled an hour. At 4 shined and commenced a muster roll -- which i did not fisnish until after dark --
At 8 finished a letter to maj. G.W. Pool our worthy uncle.

Wendesday 17th
At 6 o'c arose and visited the stable to see how my horses come on. At 10 paid an extravagant ______ to our landlord, and rode around with the indians. At 1 oc left town with the supt. And dr. G. Bailey, and the indians -- rode out to th ecreek 3 miles off where they have this evening encamped. At 11 oc. Hopped with _____ vh. (And got back) which has made me very weak. Supped at 7 -- half past 7 maj. G.W. Pool arrived here.
The shawnees are but 8 miles e. Of us.
8 Wrote this

Thursday 18th
{**The following is crossed out in dunihue's diary**}
At half pst 5 arose -- at 6 started to the camp of the ottowas and the shawnee, 1 1/2 miles, for 1 m (?) Mackinac blankets for
{**Uncrossed out writing resumes**}
At 6 arose and visited the camp -- chatted. At 8 oc col. J.B.G. & Maj. Pool left the camp and started to the ambraise where the shawnee were encamped to get them to come on -- the lewiston indians started on thsi morning towards shelbyville. From 9 until 1 recorded requisitions for lo. Lane. I chatted until 2 with mr. Minor, mr. D____, capt. Weaver, w. Phelp 7 c. Wrote some more before night. 6 Oc the col. Returned. I remained chatting until 9 then went to bed.

Friday 19th
At half past five arose. 6 Started to the camp of the shawnees, & ottowas, 1 1/2 miles. Got i m mackinac balnkets for col. J.B.G. And the duplicate requisitions of capt. B.F.

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Hollister. At 7 returned paid bill -- done some other little "chores" and at 9 started towards shelbyville, 30 miles -- at 3 oc arrived at that place. Chatted, read, wrote, walked out etc. Etc. Etc. And at 9 went to bed.

Saturday 20th
In the morning copied a certificate and requisition etc. And at 11 started towards vandalia. At 3 oc. Rode 12 miles to the house of prentip a good old yankee.
From 4 until half past 8 recorded requisitions for the col. At 9 wrote this & then went to bed.

Sunday 21st
After breakfast left the house of mr. Prentss for vandalia at which place col. J.B.G. And myself arrived about 3 oc. P.M. I immediately went to the p.O. To enquire for letters, but what was my surprise at learning there was none for myself, gardiner, pool or vhorne!
At 7 oc. Supped.
At quarter past 7 commenced writing a letter to coz. Lucy gardiner. At 8 finished it; and commenced copying one to leiu. Cap. Secty.War, by col. J.B.G. (Just written.) At 10 finished it.
At half past 10 went to bed.

Monday the 22
Arose at 6 -- shaved, sent clothes to wash, took coat to tailor to mend, looked to my horse, wrote in my diary etc. Etc. All by 10 oc.
Chatted with capt. Hall an hour or two.
Recorded requisitions etc. Etc. Until night then went to presbyterian meeting --- at 10 went to bed.

Tuesday 23rd
Finished recording requisitions by 11 oc. Copied a duplicate letter to the secty. Of war. Made a requisition or two. After dinner chatted with capt. Hall and others. ________
Done several unimportant little things. Packed up the trunks; wrote letter to brother alexander. Waited for the mail until dark then started to the camp, 6 miles, with mr. Meredith (there was nothing in the mail for anybody but wm. Vhorne)
Arrived at the camp at 8 oc. Supped there and at 10 went to the house and got into a stinking bed with meredith.

Wednesday 24th
At 9 oc started towards greenville. At 2 oc arrived there with col. Gardiner & wm. Vhorne. Remained there an hour then went on with the indians s.W. At half past 4 arrived at mr. Johnson's 6 miles form greenville. Looked, admired, and contemplated a beautiful prospect from j.S. Fine form. Attended to my horse. Supped etc. And read newspaper until 9 then went to bed.

Thursday 25th
Copied letters from the war deptartment until 12 -- copied some requisitions etc. Etc. And at 5 started to the camp. Remained there an hour then returned. Wrote, read, etc. Until bed time.
This evening col. Albert and james workman arrived at the camp just as i was leaving it and we rode together, back to mr. Jophnson's.
I copied today a communication to gov. Clark written by col. Gardiner.

Friday 26th
I recorded the letters written to col. Gardiner by the secty. Of war and the com. Gen. Sub. Etc. Etc. Etc.
8 Copied a letter to gov. Cajo. Asisted the p.M. & Col. Gardiner to put up the mail.

Saturday 27th
In the morning continued recording copied col. Gardiner's resignation of his office of ______.
10 Wrote a letter to the p.M. At vandalia directing him to send all letters here.
Continued recording until 1 oc.
Copied one letter twice of col. Albert to col. Gardiner, one copy for lt. Lane and one for g.
Copied some requisitions.
5 Oc. Copied a letter to col. Albert form col. G. Half past 5 copied a requisition for the settee -- ______ of pasturage and forage for which i paid on the route.
6 Made a small book to be a continuation of the journal of occurances for the lewiston detachment.
Wrote, chatted and read until 10 or 11 oc then went to bed.

Sunday 28th
Copied several documents for col. Gardiner; requisitions, certificates, etc, tec. Until 12 oc. Recd. Pay for the pasturage for which i paid along the route.
From 12 until 2 done nothing because i could do nothing in consequence of the crowd of waggers etc. Who all flocked in to recieve their pay.
Yesterday col. Albert gave col. Gardiner leave of absence to return home and report to the secretary of war; assuming the direction of the emigration himself. He also informed lt. Lane that he must go to st. Louis and from thence to washington, and settle up his accounts and report for further orders.
Col. G. Expressed the most sincere pleasure at the decision of col. Albert whose instructions emanted from the war department. Whether it was feigned ot not i am unable to say; but i supppose it was about half real -- and -- etc.
Lieut. Lane was as much ________ and mortified as the supdt. Was pleased, if his actions & looks were to give evidence to be judged by.

In the evening i rode out to the camp of the lewistown people to see how they were all coming on. They welcomed me by acclamation. They appeared much exhilerated when hearing that i would join them in the morning. I visited the tents of some of the chiefs and chatted with them awhile. At 7 oc i returned from st. Louis with a letter from gov. Wm. Clarke to col. J.B.G. In answer to his of the 25th; and related to subjects connected with the emigration of indians. I chatted an hour or two & went to bed.

Monday 29th

At 5 arose, looked at my horse and commenced writing, at which i continued an hour and a half -- then took breakfast and attended to the wants of my friends. Chatted, paid my bill at johnson's (where i had remained nearly five days) (4.75) -- Went to the camp, remained there two hours chatted with the chiefs & others. Civil john observed that the tribe intended remaining all winter on the road to their lands: that their horses were weak; that they were tired etc. Etc. At 12 went back to johnson's bought some apples; bid my friends farewell, and started on with the foremost family of indians, and at 5 encamped at a creek about 11 or 11 miles on the road to lebanon, ill. Where i have just wrote this journal the proceedings of this day.

About 8 i went with gen. Workman about a mile and a half to see the prarie burn. It was a beautiful night, as nights are generally during the period denominated indian-summer, the moonhad just hid herself beneath the thick black clouds of smoke which settled upon and enriched the drooping fringe of night's dark, though sparkled and sublime mantle. The thick grass around us was illuminated with a dozen fires. A gentle breeze flew by, wafting the flames into the air and diffusing a splendid light for miles around. Gentle ascents and descents were where we were, which added to the brilliance of the scene.

It has often been said that the prarie seen on fire in the night was one of the most interesting things in nature. I am fully convinced of the fact of the statement. I enjoyed the view of the burning praries of illinois with the most animated delight. All was dark and still around save the several lights which were near us, and the crackling of the grass and weeds as they burnt. The ascention of the sparks and blazing spears of grass appeared like so many stars shooting at random from the ground to interrest the admiring spectators. We remained until 10 oc. And then commenced our way back to the camp where our __________ charge were locked in the kind of embrace of morpheus.

Tuesday 30th

Arose at half past 5 oc. Assisted to get breakfast, eat it. Fed my hortse, went to a farmhouse and bought some butter, etc. Etc. And at 9 oc. I started out with about a dozen men into a large prarie to hunt deer -- i saw probably about a 20 or 30 -- i had a gun that plagued me very much -- it lost the priming(?) I shot at a large buck but he was a great distance away from me; i first supped and then was compelled to prime before shooting. Some of the indian guns were successful. It is a fine place to hunt -- a deer can be seen two or three miles. Gentle eminencis and depressions of soil a prevailing quality of the praries in this part of the state. It is consequently easy to approach a deer near enough to shoot when the leaves and grass make no noise. At 3 i returned to the camp where the head chief whom we left behind yesterday, had come, with the minor chiefs who had remained behind, and some other familes.

Done several unimportant things before going back to bed. (10-)

Wendesday 31st oct. 1832

Arose at 5 oc fed curried and attended my horse, put on a clean shirt and vest! "So i did!!" & Breakfasted! And then had the wonderful pleasure of reading an epistle from horace bapett esq. ________ Etc. Sent by exress (?) From lebanon to gen. D.M.Workman, telling him that he had some flour and there was a creek ahead!! What wonderful tidings!! The gen. Had directed him to get some flour and expected he had done so........

At half past 8, all is in a hubbub of preparation to start. At 9 started to lebanon with the man who came on express(?) And at 11 arrived at that place. It is a lively little village -- harmoniously situated in st. Clair co. Ill. 12 Miles n.E. From belleville, which we shall pass tommorrow. I immediately rode down to silver creek,

1 1/2 M. On our road, to examine the situation and prospect for camping; on my return the indians were just commencing to pass through is : i piloted them to the place selected for the encampment:

I rode three or foour times backward and foreward.

At 4 started to st. Louis; went 16 miles & staid all night.

Scenes from a Conference...

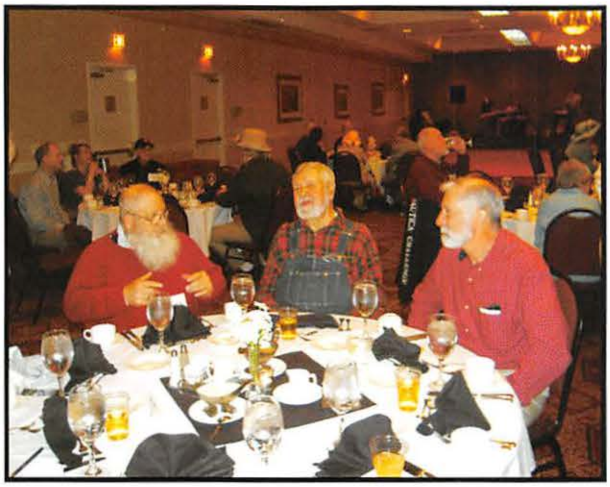
Collections Tour at The Henry Ford

Waiting for the live auction to begin

Combing through the vendor wares

Exploring the pros and cons of social networking and our sites (read more about Tom Walsh's session on page 6!)

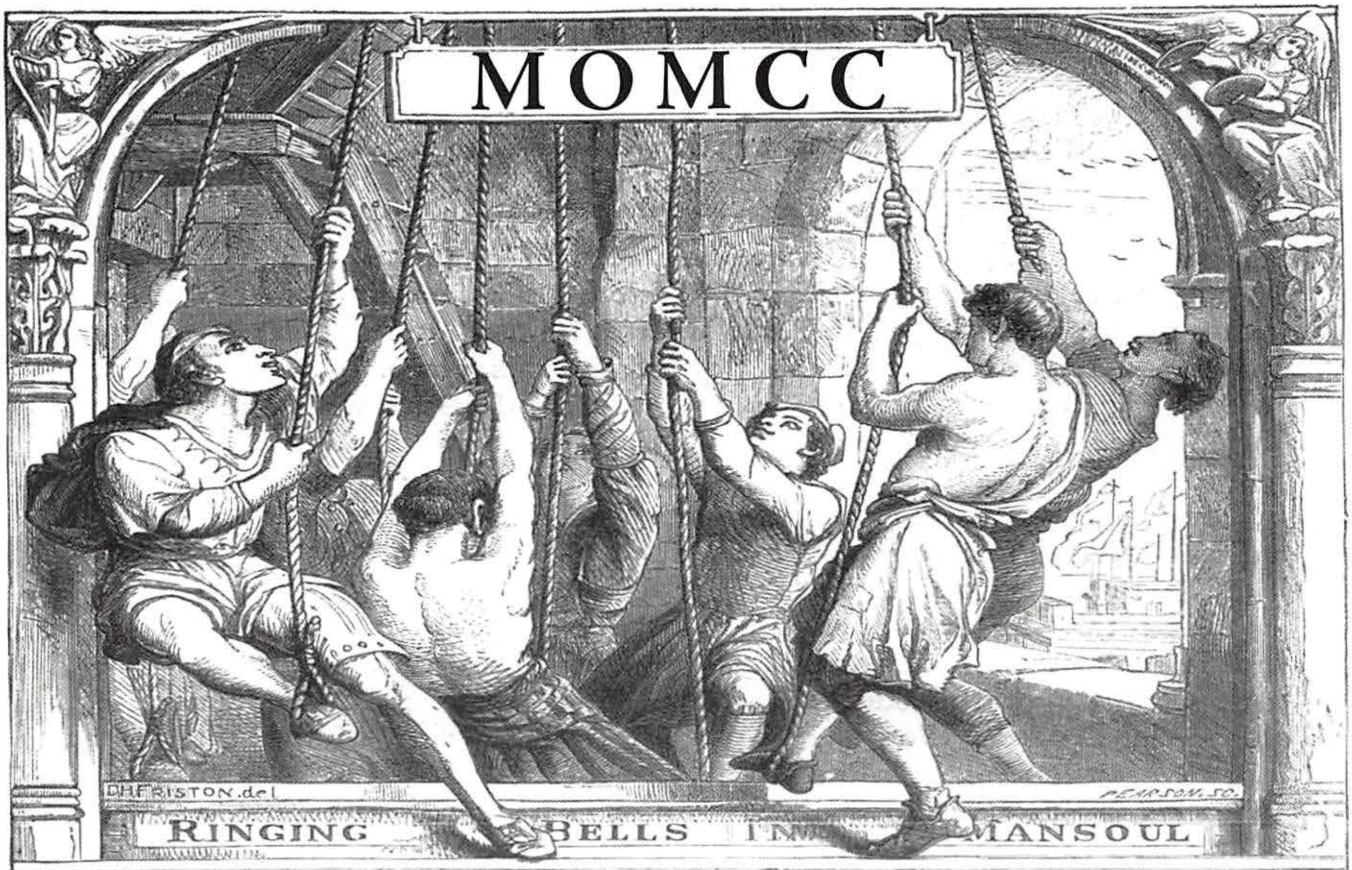
!50 years of fashion...



Face-to-Face networking

Greenmead • Livonia, Michigan

MOMCC



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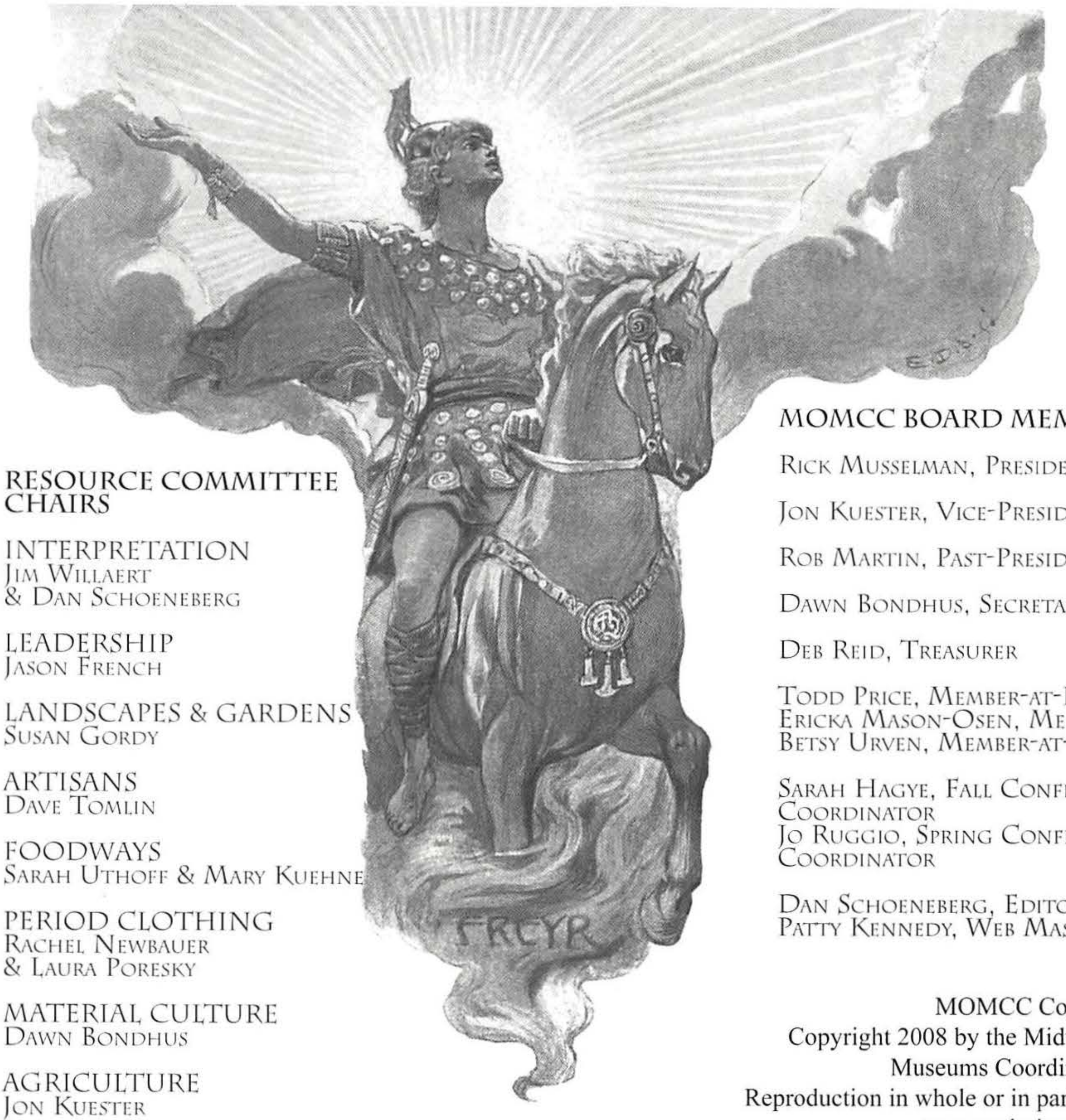

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